

**AN ANALYSIS OF MATERIALS IN A STUDENT TEXTBOOK (A
DESCRIPTIVE RESEARCH ON “EFFECTIVE COMMUNICATION” BOOK
FOR ELEMENTARY LEVEL STUDENTS OF SMK GRADE XI)**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



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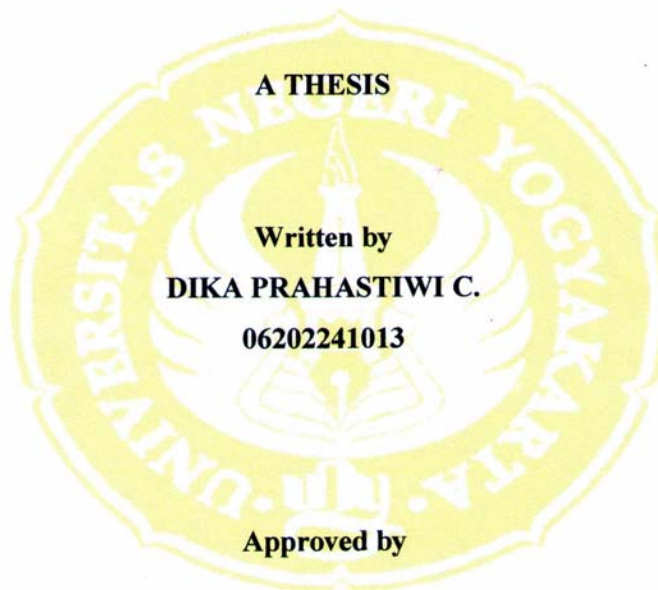
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2013**

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**AN ANALYSIS OF MATERIALS IN A STUDENT TEXTBOOK (A DESCRIPTIVE
RESEARCH ON “EFFECTIVE COMMUNICATION” BOOK FOR ELEMENTARY
LEVEL STUDENTS OF SMK GRADE XI)**



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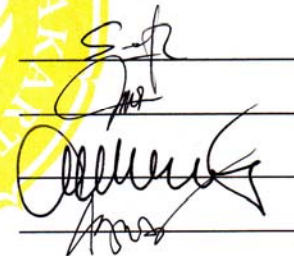
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2013

Penulis,



Dika Prahastiwi C.

MOTTOS

“Never give up, because if you do, you lost everything”

Ittiphat

DEDICATIONS

I dedicate this thesis to:

- My parents who have been supported and pray of me.
- My sister and brother.
- My grandmother.
- My uncle and aunt. Thanks for supporting.
- My dearest fiancé “Mas Hendro”. Thanks for supporting, caring and love me.
- My best friend; Mar’atus Solihah, Evi Dyna W.S., Noor Faizah, Nurraufu.

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Yogyakarta, June 2013

The writer,



Dika Prahastiwi C.

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**AN ANALYSIS OF MATERIALS IN A STUDENT TEXTBOOK (A
DESCRIPTIVE RESEARCH ON “EFFECTIVE COMMUNICATION” BOOK
FOR ELEMENTARY LEVEL STUDENTS OF SMK GRADE XI)**

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Abstract

The main interest in this research is to describe the textbook of “Effective Communication” for Second Year of SMK of Elementary Level which is written by Agus Widyantoro, Kartika Pratiwi and Nuki Prihatini. In addition, the researcher finds out how the tasks in the book are developed based on the Basic Competency in School-Based Curriculum.

In conducting the research and achieving the result, the writer used a descriptive qualitative research methodology. The researcher analyses the content of the book based on each language skills; listening, speaking, reading and writing. Then the researcher also analyzed whether the materials or tasks in the book are suitable for Elementary level students of SMK at Grade XI.

The findings show that most of the tasks covering the four language skills are carefully made to be coherent with the Basic Competency for students of vocational school in the elementary level of English proficiency. The theme and overall materials are relevant to prepare the students to enter workplace and business in general. In addition, the level of difficulty is also suitable of the students of SMK at Grade XI. In summary, the Effective Communication book is still relevant and can be used by teachers of SMK as a reference.

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE PROBLEM

English has a very important position in Indonesia due to its global and international use in communication. It is taught as a compulsory subject in educational institutions at different levels and vocational education is not an exception. Vocational schools, sometimes called Career and Technical Education (CTE) prepare learners for careers that are based in practical activities, occupation or vocation. Therefore, in this globalization era, English language has a very important role in preparing the vocational school students in a workforce. In the other hand vocational school is referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education. The demand of higher levels of English skill made the government of Indonesia increasingly encourage and invest in the future of vocational education. That is why English text book for vocational school students must be able to help teacher and students to master English according to their need in workforce.

In the practice of teaching English as foreign language, a text book is one of the most important tools for a language teacher especially. Therefore, no

proper transfer of knowledge of English language can be given to the learners without the right textbooks and teaching aids. The effective process of teaching learning is incomplete without the right textbook that can mediate and stimulate one's learning process. The Webster Encyclopedia Dictionary defines a textbook as "A book used by a student in some branch of study". It contains the teaching material primarily for the cognitive elements and techniques to necessary knowledge and skills in a learner that usually based on the current curriculum. It is a complete body of knowledge and has its own course to run.

The writer is interested in analyzing the textbook of book entitled "Effective Communication" for SMK to find its content from the tasks covering the four language skills (listening, speaking, reading and writing). In addition, the writer would like to analyze whether or not it is suitable for students in the Elementary level of English proficiency and Basic Competence for Elementary level for the students at Grade XI of SMK. Therefore, the researcher would analyze the content from each skill and judge it using personal view.

B. Limitation of the Problem

By focusing on the problem above, the researcher would like to analyze the tasks that cover four language skills such as listening, speaking, reading and writing in a textbook entitled "Effective Communication". Then the researcher will judge whether or not it is suitable in terms of difficulties for the elementary level of

students in grade XI of SMK and its coherence with Basic Competency of Elementary level students.

C. Formulation of the Problem

In this research, the writer states the problems as follows:

Under the broad question of “is the book of Effective Communication for Elementary level of SMK is suitable for the students according to their ability in English skill?

1. How does the book facilitates the SMK students of Elementary level with the materials that suits the Basic Competency of the level?
2. What are the tasks of four language skills that is suitable for the SMK students of elementary level in terms of difficulties?

D. Objective of the Study

The objectives of the study are:

1. To describe the materials of English textbook that follows the Basic competency of the curriculum for Elementary level students.
2. To see whether the materials is too difficult or too easy for the students of Elementary Level of SMK Grade XI.

E. Significance of the Study

The significance of the study is:

To give other researchers' opportunities to analyze this textbook so the result can be used as reference for those who want to conduct a research on textbook analysis. It also gives the teachers and language learners the viewpoint of materials and task which can contribute to their language learning.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

This chapter mostly talks about some theories related to the topic of the study. In order to have the same views of the terms, the writer would like to present the definition of the terms.

1. Definition of Textbook

A textbook is a book containing information's of a subject used in the classroom. According to Tarigan (1992) refers a textbook as “a book that usually used by teacher to support the teaching and learning process. In addition, she states that a textbook is arranged accurately and prepared by the expert in the field. It is also completed with suitable and appropriate instruments of teaching. This is aimed to achieve the good quality of learning outcomes.

2. Criteria of Textbook

Tarigan (1992) states that a textbook should meet the following 10 criteria of quality:

- a. The textbook must be interested and attractive toward the learners
- b. The textbook must be able to motivate learners
- c. The content of the textbook must be illustrative

- d. The textbook should consider the linguistic aspect
- e. The content of the textbook must be related to the other branch of science.
- f. The textbook must stimulate the personal activity of the learners
- g. The content of the textbook must be clearly written so students would not be confused in using it.
- h. The textbook must have clear points of view
- i. The textbook must be able to respect to the differences of the individual.

In terms of language learning, Cunningsworth (1995:15) also proposes other guidance in making a good textbook such as:

- a. Textbooks should correspond to the learners' need.

They should match the aims and objectives of the language learning program. The content of the textbook should reflect the learners' need both the language content and communicative abilities.

- b. Textbook should reflect the use which learners will make of the language.

It should be able to engage the learners' interest and challenge the intellectual. The textbook should provide learning stimulation that can motivate them to be independent English learner. Therefore, the topics should be able to encourage the learners to discuss with their friends.

- c. The textbook should be able to facilitate their learning process without dogmatically imposing a rigid method.

It should help the learners to learn in many ways. The linguistic elements such as grammar, function, skills are broken down into manageable units and sequence them in a way from easy to difficult in terms of learn-ability.

d. Textbooks should have a clear role as a support for learning like teachers, they mediate between the target language and the learner. Textbooks support the student in a number of ways, but particularly by supplying models of English which can be learned at the students' level of proficiency. Textbooks support teacher by providing ready-made presentation material, ideas for teaching different topics, reading texts, listening passages, dialogues, etc all carefully graded and accompanied by exercises and activities for class use. According to Nurhadi a textbook should contain:

- a. The basic of competency which will be achieved by its indicator.
- b. Preface to show the importance of mastering the competence
- c. Supporting material for achieving the competence such as the basic concepts of the material.
- d. Activities that should be done by the students, such as working together to make, to observe, to show and to practice something that make the teaching learning process run well.

- e. The evaluation and the achievement of its basis of competence
- f. The learning outcome

3. Definition of Curriculum

Curriculum and education are closely related. They cannot be separated each other. It is impossible the system of education in modern era is not followed by the existence of curriculum because there will be no activities without any curriculum. The consideration of the existence of the curriculum is as old as the existence of the education itself. Curriculum is term of the school education. It means that curriculum is the part that can't be separated from the formal education. We can't imagine how the teaching learning process goes on without any curriculum. Beauchamp cited in Sukmadinata, (2001:5) states that "a curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrolment in given school". Curriculum also means a plan of education which it gives guidance in teaching learning process.

Curriculum should be developed and be appropriate with the need of society. Society will always keep the progress and change to keep its grade equal to the globalization era. In other word, the dynamic and open-

minded society toward the change that is suitable with progress of globalization is the success of the education's system without ignoring other supporting factors. Curriculum is viewed as a plan arranged to make the teaching learning process going on successfully and it is controlled by school and its academic staff.

We can also view curriculum as a process in which there is constant interpretation and negotiation going on among and between academic staff and students. In this sense, a curriculum is the everyday activities in the classroom. A curriculum is “a set of organization of formal education or the main exercises”. Then he makes the implication of the curriculum explicitly, as follows:

- a. Curriculum is a plan or an intention. It may on the shape of a plan but it is showed in the written form
- b. Curriculum is not an activity, but it is a plan of activity
- c. Curriculum contains all of the subject matters what should be developed for the students, evaluation to interpret, the learning outcomes, the material and the instruments of education that are used, and the teacher's quality
- d. Curriculum involves the aim of the formal education. Curriculum denies the education without planning and the activity without learning
- e. Curriculum is a set of the education's organization. Curriculum is a system.

f. Education and the exercises are aimed to avoid the misunderstanding.

4. KTSP (School-Based Curriculum)

The 2006 curriculum is also known as the “Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum (SBC)”. The KTSP is designed in order that every school can develop the teaching and learning process according to the student’s character and the situation of school. As a result, the teacher can develop his methods and techniques in the teaching and learning process and increase the students’ competencies too. The successful of the implementation of KTSP may rely on some factors. These factors include a complete readiness of the teacher’s language proficiency, the teacher’s language teaching, and the teacher’s ability to media or tools in the teaching and learning process. If those factors are fulfilled, the main goal of the implementation of KTSP which is to develop students’ competencies will be achieved. However, based on the research conducted by Directorate General of Teacher Quality Improvement (Dirjen PMPTK), Ministry of National Education on the School-Based Curriculum (KTSP) implementation in schools in Central Java year 2010, it was found that there were a number of obstacles in the implementation of KTSP. They are : (1) the insufficient number of media and instructional aids to support the implementation of KTSP; (2) teachers do not sufficiently and thoroughly understand KTSP; (3) insufficient numbers of workshops, guidance, and reference in developing

KTSP; (4) insufficient time allocation and students' study load; (5) too many variations of materials given by trainers in KTSP training; (6) training for teachers in rural areas need to be intensified (Hartoyo, 2011).

Standard of Competence and Basic Competency in KTSP for Elementary level students of SMK:

a. Communicating with language in Elementary Level

Basic Competency :

2. 1 Understanding simple daily conversation both in professional and personal context with non native person
2. 2 Taking a note of simple messages either from direct interaction or using tool
2. 3 Explaining in detail the task of the job and education background one's have both orally or written
2. 4 Telling the work in the past and plan of work in the future
2. 5 Expressing one's feeling
2. 6 Understanding simple instruction
2. 7 Making short messages, sign and register with proper diction, spelling, and grammar.

According to the Education National Standard Board (BSNP) the standard of competence of graduate is the qualification of graduates which involves the aptitude, knowledge, and the skills which are stated on the basis of decree No. 23, 2006. This means that the standard of competence of graduate is the guidance to determine the graduation of the student, which is suspended on how the student can master each competency of the study: the cognitive, affective, and psychomotor side of the student.

The characteristics of Curriculum 2006 are:

1. emphasizing the attainment of the students' competence individually and classically,
2. orienting toward learning outcomes, and diversity,
3. using genre approaches in the learning process and greatly is influenced with Systematic Functional Grammar of Halliday (1987),
4. accepting any other educative learning sources besides teachers,
5. emphasizing its evaluation on the learning process and outcomes in acquiring or attaining a certain competence,
6. using special terms such as *Standar Kompetensi* (Standard of Competence) refers to a minimum statement covering knowledge, skills, attitudes, and

values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, and writing).

Kompetensi Dasar (Basic Competence) refers to a minimum statement covering knowledge, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, and writing); *Indikator* (Achievement Indicators) refers to a specific basic competence that can be taken as a standard to assess the attainment of a learning process; *Materi Pokok* (Core Materials) refers to materials or lessons that students have to learn in a learning process (Hartoyo:2011).

For English subject, the content of the previous curriculum, KBK, and KTSP does not change. The aim remains the same i.e. developing students' language competence which emphasize on reading and writing. In KBK as well as KTSP English language is positioned at its function as a tool for communication. Agustien (2006:21) mentioned, the 2004 English curriculum is designed based on the government regulation stating that the level of achievement in every curriculum is stated in terms of competence (Chapter III, Article 8, Point 1); that the learning process is carried out by developing reading and writing culture; and that (Chapter III, Article 21, Point 2); that the

competence for language subjects should emphasize the ability to read and write (Chapter III, Article 25, Point 3) suitable for the levels of education; and that the standards of competence for high schools are aimed at increasing / improving the learners' intelligence, knowledge, personality, integrity, and life skills in order to live independently and to pursue further education (Chapter III, Article 26, point 2). Communicative approach was considered to be too broad to be implemented and therefore the new curriculum was developed based on functional linguistic approach. This is actually to make sure that the English lesson introduced at school is functional enough for the learners to communicate ideas. With consideration that language is a tool to convey meanings, the curriculum developers believed that systemic functional linguistic, introduced by M.A.K. Halliday, is the most appropriate to be adopted as the fundamental principles of English curriculum in Indonesia. Halliday (1994:13) stated that language is a *system for making meanings*. By using language those meanings are transferred in text format. Halliday (1985:10) further mentioned, "Any instance of living language that is playing some part in a context of situation, we shall call a text. It may either be spoken or written, or indeed in any other medium of expression that we like to think". Genre based approach is considered to be the most appropriate to be adopted in 2006 curriculum, because it gives more room for students and teachers to go through process of producing text. It also gives perspective that learning to read and to write is not different from learning to speak (Emi Emilia, 2011).

Therefore in conducting lesson in genre based approach teachers are expected to apply these following learning cycles in developing students' literacy.

5. The Characteristics of Senior High School Students

Senior High School students have characteristics that affect the teaching and learning process. Each learner has differences including aptitude, good learner characteristics, learner styles, language levels (beginner, intermediate and advanced) and individual variations (Harmer, 2007a: 12-13).

Furthermore, Harmer (2001: 39) says that teenagers have some characteristics. They are:

1) The search of individual identity

Learning in Senior High School is a time for students to find out the individual identity. It is about dealing with questions that arise about themselves such as “who am I?”, “what do I need?”, and other questions about their needs and wants. This situation must be responded in the right way. Explaining the significance of learning a subject influences students to get motivation.

2) Self- esteem

Self- esteem affects the achievement of students. It increases confidence. Moreover, it is gained from the acknowledgement of families, teachers and friends. In fact, the role of peers is very crucial in this age. It is most important than the attention of the teacher.

3) Distrutive Behaviour

The need of self- esteem and peer approval makes the teenagers distrutive. They do actions that invite attention from people around. Then, for teachers, this condition can be used to encourage their bravery in expressing themselves.

4) Potential

Teenagers have a great capacity to learn, a great potential for creativity and a passionate commitment to things which interest them. In teaching and learning process, they need materials that can encourage them to access new knowlegde, can stimulate their creativity and can attract their attention or interest.

Senior High School students have automaticity to process new materials. They formally have learned english for three years since in the Junior High School. Thus, they already have basic knowledge about English. This existed knowledge helps them to get new knowledge.

B. Conceptual Framework

A textbook is a book containing information's of a subject used in the classroom. In addition Bacon (1935) in Tarigan (1993: 11) states that a textbook is arranged accurately and prepared by the expert in the field. It is also completed with suitable and appropriate instruments of teaching.

This is aimed to achieve the good quality of learning outcomes. Textbooks support the student in a number of ways, but particularly by supplying models of English which can be learned at the students' level of proficiency. Textbooks support teacher by providing ready-made presentation material, ideas for teaching different topics, reading texts, listening passages, dialogues, etc all carefully graded and accompanied by exercises and activities for class use. According to Nurhadi one of the criteria of a textbook is that it should cover the basic of competency which will be achieved by its indicator.

Regarding the review of literature of textbook, the researcher tries to analyze the content of the textbook “Effective Communication” and whether or not it is suitable for students of Elementary level of English proficiency by looking at the materials covering the four language skills (listening, speaking, reading and writing.)

CHAPTER III

RESEARCH METHOD

This section discusses the research design, research setting, subject of the research, time of the research, instruments, data collection procedure, data analysis technique, research validity and reliability, and research procedure.

A. Type of the Study

a. Descriptive Qualitative Approach

In this research, the researcher uses a descriptive qualitative approach. As stated by Moleong (1991), a qualitative research is a type of research which produces descriptive data in the form of written or oral words from observing people and behavior. It doesn't include any enumeration or calculation. Therefore this research appears in words rather than in numbers. *Descriptive research* refers to research studies that have as their main objective the accurate portrayal of the characteristics of persons, situations or groups (Polit & Hungler 2004:716). This approach is used to describe variables rather than to test a predicted relationship between variables. Reason for using the descriptive method in this study is to identify whether or not the content of the book suits the students in terms of difficulty level. Therefore, in this study, the descriptive approach was done by analyzing the content and collecting the data of perception by other researchers about the subject being analyzed. A descriptive approach in data collection in qualitative research gives the ability to collect accurate data on

and provide a clear picture of the phenomenon under study (Mouton & Marais 1996:43-44). In the present study, the descriptive approach was appropriate because it gives an accurate and authentic description about the research subject, in this case, a textbook entitled “Effective Communication”.

B. Data Collecting Technique

The data are taken from the content materials of the textbook for XI students of SMK in elementary level entitled Effective communication written by Agus Widyantoro, Kartika Pratiwi, Nuki Prihatini In this research, the writer uses descriptive qualitative analysis in which the writer tries to analyze into the contents of textbook especially in terms of the four language skills tasks and compared it with the Basic Competency in the School Based Curriculum.

In this study, the writer uses descriptive analysis. The documents are the content of textbook. As the result, the data gathered is in the form of interview transcript. The researcher interviewed 5 people to analyze their opinion about the book. The open ended questions below were used as the guide to interview the other researcher and analyze their opinion of the book.

Table 3.1 the Research Instrument in the Form of Interview Guidelines

Questions
<ol style="list-style-type: none"> 1. Does the book have the basic of competency which will be achieved by its indicator? 2. Does the book have preface to show the importance of mastering the competence in the? 3. Does the book have supporting material for achieving the competence such as the basic concepts of the material? 4. Does the book has activities that should be done by the students, such as working together to make, to observe, to show and to practice something that make the teaching learning process run well? 5. Does the book have the evaluation and the achievement of its basis of competence? 6. Does the book create the learning outcome for students?

C. Subjects of the Research

The subject of the research is a book entitled Effective Communication an Integrated Course of English for Vocational High School was authored by Agus Widyanoro, Kartika Prahatiwi and Nuki Prihatini. This book is designed for Elementary level English learner as the learning material of English for students of vocational high school of grade VII under the basis of Content Standard of English subject in the year of 2006. This text book is designed to be used throughout the nation so Indonesian teacher can use it directly or adapt it with necessary changes. The material and the tasks is developed based on Communicative Approach Principles to develop students competence into four language skills namely listening, speaking, reading and

writing. Besides, the material and the tasks are developed as the means to improve like skills in its broad meaning and improve sense of unity.

The tasks and materials in the book is organized into two cycles of learning; spoken and written cycles. The spoken cycle emphasizes on developing the listening and speaking skill, while the written cycle is aimed at developing reading and writing skill. In line with principle of integration in language learning, both cycles develop the four skills of language mastery integrative. Both spoken and written cycle comprises of four kinds of learning; opening language focus, explanation of language elements and communication practice in the target language either guided or free. Besides, for the need of enrichment and evaluation, each unit is given structured task which can be found in the sub units of “Let’s Get More Practice and Let’s Review.

D. Place and Time of the Research

The research takes place in Yogyakarta from May to June 2013. It took 2 months for the researcher to collect the data.

E. The Procedure of the Research

Descriptive content analysis examines the quantitative and qualitative data collected through methods as e.g. document analysis, interviews or surveys with the aim of summarizing the informational contents of these data with respect

to the research question. However in this study, the researcher only serves qualitative data. The informational content is presented in a straight and descriptive summary structured according to the needs of the study. Here is the general procedure of the research in descriptive qualitative methodology:

- Define the research question(s).
- Review the collected data (excerpts from document analyses, interview transcripts and notes, survey and questionnaire evaluation reports, etc.) with respect to the research question(s).
- Identify the informational contents with respect to the research question(s).
- Prepare a concise descriptive summary of the key informational contents

In this study the researcher uses descriptive research methodology to describe the content of the textbook according to four language skills (listening, speaking, reading and writing). In this research, the writer judges the contents of the textbook through their themes, tasks and Basic Competency of Elementary level of English proficiency.

To analyze the data, the writer uses the following procedures:

- | | | |
|----|--|---|
| 1. | | T |
| | he writer presents the themes and the contents of the English textbook | |
| 2. | | T |
| | he writer describes the task and gives opinion according to its difficulties | |

for Elementary level students and its coherence with Basic Competence in the curriculum for SMK.

- | | | |
|--|--|---|
| 3. | | T |
| he writer interviews several users of the book and analyses their judgment of level of difficulties and whether or not it is suitable of the targeted users. | | |
| 4. | | T |
| he researcher draw descriptive summary from the research result. | | |

F. Research Validity and Reliability

Streubert Speziale and Carpenter (2003: 364) describe *trustworthiness* as “establishing the validity and reliability of qualitative research”. Qualitative research is trustworthy when it accurately represents the experiences of the study participants. Trustworthiness establishes the validity and reliability of qualitative research (Talbot 1995:428). The research demonstrates validity when the experiences of the participants were accurately represented (Streubert Speziale & Carpenter 2003:38). Validity of data in method triangulation is demonstrated through the researcher’s attention to and confirmation of information discovery. This is referred to as rigour. The goal of rigour in qualitative research is to accurately represent the study participants’ experiences (Streubert Speziale & Carpenter 2003:39). Four criteria are used to measure trustworthiness of data: credibility, dependability, transferability and confirmability.

The researcher used triangulation in order to avoid only one perspective in analyzing the data. Burns (1994) in Burns (1999: 163) states that triangulation is a way of arguing that ‘if different methods of investigation produce the same result, then the data is likely to be valid’. Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change process. Then, to get the investigator triangulation, I asked another researcher to help me in the reflection step so that it could avoid the biased interpretation. Also, this research has theoretical triangulation since the data were analyzed from more than one perspective. Therefore, the researcher in this study sees the book from different points of view. On the other hand, in order to ensure the reliability, the researcher used interview transcripts.

CHAPTER IV

DISCUSSION

This chapter discusses research finding and discussion. The writer analyzes the content of the book and judges whether the material suits the English proficiency of SMK students of Grade XI at elementary level.

A. The Content of Effective Communication Book

A book entitled Effective Communication an Integrated Course of English for Vocational High School was authored by Agus Widyantoro, Kartika Prahatiwi and Nuki Prihatini. This book is meant for Elementary level English learner. It is made as the learning material of English for students of vocational high school of grade VII under the basis of Content Standard of English subject in the year of 2006. This text book is designed to be used throughout the nation so Indonesian teacher can use it directly or adapt it with necessary changes. The material and the tasks is developed based on Communicative Approach Principles to develop students competence into four language skills namely listening, speaking, reading and writing. Besides, the material and the tasks are developed as the means to improve like skills in its broad meaning and improve sense of unity.

The tasks and materials in the book is organized into two cycles of learning; spoken and written cycles. The spoken cycle emphasizes on developing the listening and speaking skill, while the written cycle is aimed at developing reading and writing skill. In line with principle of integration in language learning, both cycles develop the four skills of language mastery integrative. Both spoken and written cycle comprises of

four kinds of learning; opening language focus, explanation of language elements and communication practice in the target language either guided or free. Besides, for the need of enrichment and evaluation, each unit is given structured task which can be found in the sub units of “Let’s Get More Practice and Let’s Review. Students are expected to learn in active environment through the materials and task from this book both individually, in pair or in a small group. They can express their opinion and use English by following the task in the book.

The teacher act as the facilitator, give feedback and encourage the students to be brave to express themselves yet not ignoring the importance of language accuracy. With the mentioned roles of the teacher and the activities in the text book, the students are guided to practice in expressing themselves step by step that they finally able to communicate well in the target language. The materials start from listening, speaking, reading to writing.

B. MATERIALS

The Effective Communication textbook comprises of 9 units with the following themes:

Table 4.1 The Themes In Each Unit And Focus Of The Material

Unit	Theme
Unit 1	What a Busy Day Everyday Conversation in professional and personal contexts
Unit 2	I AM A WEBMASTER. Asking and telling job description

Unit 3	COULD I TAKE YOUR MESSAGE, PLEASE Making and Receiving a call Taking message in a phone call
Unit 4	I'D LIKE TO SEE THE MANAGER <i>Handling guests</i> <i>Taking message through direct interaction</i>
Unit 5	COULD YOU SUBMIT THE REPORT OF THE LAST MEETING? <i>Expressing necessity</i>
Unit 6	WHERE DID YOU GO? <i>Telling past activities</i>
Unit 7	I'M GOING TO HAVE A MEETING ON MONDAY <i>Making appointments</i>
Unit 8	FIRST OF ALL, ENTER YOUR PASSWORD <i>Giving instruction</i>
Unit 9	I AGREE WITH YOU <i>Expressing agreement</i> <i>Expressing disagreement</i> <i>Giving opinions</i> <i>Giving suggestions</i>

In order to study about the content of the book, the researcher presents a summary of the material in Unit 1:

Table 4.2 The Content of Material in Unit 1

Number of Unit And Theme	Sub Unit and Skill	Skill	Task
1. What A Busy Day (Situation at the Office Environment)	A. Let's Start		Task 1. Lead in Picture
	B.	Speaking	Task 2. Finding meaning of words

	Let's Listen and Speak		that would appear in the next task and repeating after the teacher
		Listening and Speaking	Task 3. Listening to dialogues and answer questions
		Speaking	Task 4. Reading a transcript of dialogue and answer dialogues
			Task 5. (Grammar Focus) Studying expression with Modal Auxillaries ex: can, may, will
		Speaking	Task 6. Making expression based on given situation using modal auxillaries
		Listening and Speaking	Task 7. Making dialogues in pair based on given situation and acting them out in front of the class.
	C. Let's Read and Write	Reading and Writing	Task 8. Reading a text about manner in workplace and answering questions about the text
		Reading and Writing	Task 9. Finding meanings of the word in the previous text
		Reading	Task 10. Finding the main idea of each paragraph in the previous reading text.
		Reading	Task 11. Working in pairs and deciding whether the statement is True or False based on the text
		Reading and Writing	Task 12. Reading an email and answer the questions based on it
			Task 13. (Grammar Focus) Studying Present Perfect Tense
		Reading	Task 14. Studying an agenda of activities
		Writing	Task 15. Making sentence using Present Perfect Tense based on an agenda in the previous task
	D. Let's Get More Practice	Writing	Task 16. Writing a short message on a paper and asking a friend to reply it.
		Speaking	Task 17. Matching sentences (Question and answer) in Columns
		Writing	Task 18. Writing the function of each modal based on the sentence

	E. Let's Review	Reading and Writing	Task 19. Identifying mistakes in the use of Present Perfect and then correcting them.
		Writing	Task 20. Writing activities the students have or haven't done by using Present Perfect Tense
		Writing and Speaking	Task 21. Making sentences based on the information in the previous task
		Reading, Writing and Speaking	Task 22. Finding two articles on the manner at the workplace and writing down the important points and present them in front of the class.
	F. My Reflection		Reflecting on the student's own improvement on their learning by putting a tick in the columns.
	G. Let's Summaries		The summary of Grammar focus material from the Unit
	H. Vocabulary List		The list of vocabulary and the meanings in Indonesians
	Did You Know		Important Information about the Corporate Culture in America

The first unit begins with Task 1, a lead-in picture of some people doing a meeting. Next task is a listening and speaking task. Here the students are encouraged to look up words meaning in dictionary and repeat the pronunciation after the teacher. The vocabulary building started here and the words would help them understand the text in the next tasks. Task 3 is a listening task where records of three dialogues are played and the students should take a note for important information. After that there will be questions they have to answer individually and compare it with their friends. The next task, the students are asked to read a transcript of three dialogues that takes place in a professional setting. Some questions related to each dialogue follow after

that. the next task is a grammar focus material that asked the students to learn about Modal auxiliaries such as “can”, “should”, “may”, etc. there are also examples of sentence where modal auxiliaries can be used. In task 6 students are ought to make expressions based on certain situation by using modal auxiliaries. In Task 7 students are given a text of situation and they should make a dialogue in pairs using modal auxiliaries. After that they should act that out in before the class. There is also fun fact which is contained in each unit such as business etiquette in Europe. This adds knowledge to students about how people act in a working environment in other countries.

C. Actional Competence

Actional competence refers to the four language skills namely; listening, speaking, reading and writing. The content of the book Effective Communication facilitates students to build their language competence in form of those skills.

The listening task can be in form of a conversation, or short monologue either in narrative, recount or descriptive text.

a. Listening

The listening and speaking skill comes in the beginning of each theme. The example below is taken from the Unit 4.

You will listen to a report. After listening to it, answer the following questions. The listening script is in the appendix. Number one is done as an example.

1. Does Mr. Siregar want to meet Fitri?
(No, he doesn't. He wants to meet Mr Assegaf.)

2. Does he have an appointment with Mr. Assegaf?
3. Does Fitri let Mr Siregar keep standing?

The script:

Mr. Apryan Siregar has an appointment with Mr Fahrur Assegaf. Fitri, Mr Assegaf's secretary, serves Mr Siregar first. "Good morning, Sir. Can I help you?" Fitri greets the guest. "Good morning. I am Apryan Siregar and I have an appointment with Mr Assegaf at 10 this morning," the guest says. "Yes, Sir. But Mr Assegaf is still having a guest right now. He told me that he would be with you in a few minutes. Please have a seat, Sir." Fitri says. "Thank you," Mr Siregar says. Then, Fitri offers Mr Siregar to have some drink, "Would you like to have some drink, Sir? Tea, coffee or soft drink?" "Uhm... I'd like to have something fresh, please. I get rather thirsty."

"My pleasure, Sir. I'll bring you some fresh coke." "Thank you." Fitri brings Mr Siregar some fresh coke, and then contacts Mr Assegaf. "Excuse me, Sir. Mr Siregar is waiting for you in my room now. He said that he has an appointment with you at 10 this morning." "Yes, Fitri. Please send him into my room now," Mr Assegaf asks. "Mr Siregar, Mr Assegaf is expecting to meet you now. Please come this way." Fitri serves him up. "Thank you." Mr Siregar says.

The listening task above explains how to make an appointment. In a workplace, making or receiving a phone call in English is a basic skill an employee should pose. An appointment in English is a task that should be mastered because this is an activity that frequently occurs. After a lead in of a picture the students are presented with the listening material about making an appointment through phone. After that the students are required to answer questions based on the recording they have listened. The text contains a dialogue about making and taking a note of an appointment. This is in line with the Basic competency in the Elementary level "2.2 Taking a note of simple messages either from direct interaction or using tool". The expression used in the listening script also matches the elementary level. It is not too easy nor too difficult for SMK students of Grade XI in the elementary level of English.

Another example of a listening task is easier to be done by the students as seen from the example below where students only need to fill the missing part of the dialogue then act them out in front of the class. The full script of the listening could be found in the Appendix of the book.

Secretary: Techno Comp. Good Morning. Can I help you?
Caller : Good morning. (1)_____ Helena Hasan, please?
Secretary: (2)_____, please. I'll get her.
Caller : OK. Thank you.

Each of the Unit in Effective Communication Book has 5-7 tasks of listening skill. Most of them are integrated with speaking skill. The task can be done either individually or in pair according to the instruction. Some of them are also integrated with pronunciation practice that requires the students to first repeat after the teacher pronouncing the words.

Besides a dialogue or instruction, listening task also comes in the form of a monologue text as can be seen in the following task:

(Unit 8, Task 3, Page 126). You will listen to a passage explaining how to create a blog twice. Listen carefully and take notes of important information and then answer the questions. When you have finished, compare your answers with your classmates'.

1. What does the blog's name function?
2. What must you do before proceeding?
3. What does the activation link function?
4. Why do you need to confirm your account?
5. How do you write your first post?

The script

HOW TO CREATE YOUR BLOG THROUGH WORDPRESS.COM

Firstly, choose a name for your blog. It will define your blog, and can get picked up by the search engines easily. After that, log onto WordPress.com, click on the "Sign Up" link at the top-right corner, and choose your login name. This will be your username to set up your account. You'll need to enter your email address, and review the terms and conditions before proceeding. Click "Gimme a blog!" to accept. Then, enter the title for your blog and select the primary language your blog will be written in. Decide if you want the blog to show up on search engine listings and check the box accordingly. Click "Signup" when finished. Next, check your email inbox for a confirmation. This will include an activation link that will authorize your account and make your blog active. You'll need to click on this link to confirm your account. Finally, update your profile. You can access this page after confirming your account through the email link.

This monologue text encourages students to follow direction or instruction. As implied in the Basic Competency for SMK students at Elementary level “2.6 Understanding simple instructions.” In any situation at work, a basic ability to understand instruction is very important. The procedure text for listening such as the above example gives students input of words or phrases that frequently appear in instruction such as “firstly”, “after that”, “you’ll need to”. The instruction on the task also requires students to take a note on important things in the procedure of making a blog. This is in line with the Basic Competency of the students in which they have take a note of simple messages either from direct interaction or using tool. After listening to the record, there are questions that follow to measure how the students understand the conversation and know the information well. In the monologue text, there are more terms or words whihc might be difficult for students. Therefore, the book provide Vocabulary List at the end of the Unit.

b. Speaking

Speaking task in this book has purpose that students are expected to produce or practice oral language in the form of interpersonal or transactional discourse. This can be in form of monologue or dialogue. Speaking task is usually integrated with listening task in this book. The example of speaking task can be seen as follow:

(Unit 9, Page 144, Task 6)

Work in groups of three. Take turns to give your opinions on the following subjects. You may also use the expression of stating preferences. You learnt them in Unit 4, didn't you?

Example: Tukul or Aming

A: Which one is your favorite comedian, Tukul or Aming?

B: I think I prefer Tukul to Aming.

C: Why?

A: In my opinion, he seems to be low-profile and the jokes that he has are original.

1. Doraemon or Spongebob Squarepants.
2. High school or vocational school.
3. Beauty or intelligence.
4. Popularity or intelligence.
5. White lie or honesty.

The task requires students to practice their speaking skill using the expression of stating preferences which has been learnt in the previous section. In the next task, the speaking practice also ask students to make suggestion on a certain situation that happen in a professional environment such as what suggestion to give to a friend who wants to quit from his job. In this task, the students are not only required to practice using the expression of giving suggestion and opinion, they are also encouraged to solve problems and give opinion. The input is not always in form of listening input,

but also in a written dialogue such as the one in task 8 page 144. Here the students are presented with an example of dialogue that happens in a meeting. The expressions used are very familiar and can be useful for their vocabulary building as well.

However, there is a section or a task in this book in Unit 9 that the researcher consider as too difficult for Elementary level students of SMK. In page 148, there is a Debating techniques and the task that requires students to have a debate practice in groups of Affirmative and negative teams. The researcher considers that a motion such as “The government should not increase the gasoline and fuel price” is too difficult for students of Elementary level to be debated. However, with the right direction and its flexibility in practice for example the teacher allows the students to bring text while performing might be a good solution. It is to avoid overwhelming or difficult task that can discourage students to learn.

Another Speaking task is asking and telling about Educational Background such as in Unit 2, page 22. This is in line with the Basic Competency “2.3 Explaining in detail the task of the job and education background one’s have both orally or written”. The students are given an example of an interview between the interviewer and an interviewee. Explaining about educational background is very basic when someone will enter workplace. This gives the students the idea what things they need to learn to speak when they are in the situation. There is also the the example of formal and informal form of questions of a job detail.

c. Reading

Actional competence in reading skill has purpose to make students understand the meaning in written text in the form of descriptive, narrative, and simple recount which has some indicators, they are: identify main ideas, identify supporting details, identify factual information. An example of Reading task can be seen as follow:

(Task 16, Unit 4, Page 61)

Read the text carefully and answer the questions.

BUSINESS ETIQUETTE IN EUROPE

Europe ranges from the cold northern countries of Norway and Sweden to the warm Mediterranean countries of Italy and Greece. Some customs and mores such as the way to shake hands, to mention names and titles, to open a conversation, to express gestures and the like vary as much as the topography, while others are shared across all Of Europe...

The reading passage gives the students an overview on how business etiquette in Europe. Therefore students can add vocabularies and knowledge about corporate world and compare it to Indonesian business etiquette. The questions after the passage measure the students understanding about the passage.

Still on the same Unit on task 19 page 63, the reading task requires students to draw specific information from a simple business letter. Thus, the students will need to quickly grasp specific information or supporting details such as name, place or date by reading from the text. Beside that, the students can draw the main idea of the text to answer the questions.

Besides drawing the main idea of a passage, students should also identify whether a sentence is True or False according to the passage. True or False tasks appear in almost Unit for example the one in Page 99, Unit 6, Task 16. This kind of task is made to measure students' understanding of the passage or written text.

Reading is also integrated with listening and pronunciation. This can be seen in Task 18, Unit 7, Page 115. This type of task is in form of an instruction for students to look up words meaning in dictionary, and pronounce the word after the teacher. Reading the words loudly will benefit them to practice their pronunciation as well. This kind of task mostly begins the Reading and Writing section in each unit. Besides, Reading is not always accompanied with writing. In this book, reading task can be followed by speaking task as can be seen in the Task 20, Unit 7, Page 117. The students are given a written dialogue text that they should read, study and act them out in front of the class. The dialogue between a manager and a secretary contains useful expressions in office setting. This is in line with the Basic competency "Understanding simple daily conversation both in professional and personal context with non native person".

In Unit 6, the theme of the book is learning how to tell past activities and experience. this is coherent with the Basic competency " 2.4 Telling the work in the past and plan of work in the future. In task 17, Unit 6, there is a reading task which allows students to arrange jumbled paragraphs containing past events into a good

arrangement. Given the example of how to tell work in the past, students are expected to be able to write or tell things they have done in the past.

d. Writing

Writing practice comes in various types of tasks. For example, in Task 16, Unit 1, Page 9, the students are asked to write down the sentences using grammar formula that has been learnt in the previous task. This is aimed for the students to practice their writing skill in correct grammatical form. Writing task can be in form of writing a short message or a note to a friend such as the one found in Task 16 in the same unit. These tasks are suitable with the Basic Competence "2.7 Making short messages, sign and register with proper diction, spelling, and grammar". In addition, the writing tasks are arranged from easy to more difficult. The students also learn to write a CV as their practice in writing skill. This is surely an essential thing they must do when they want to seek a job as seen in Unit 2, Task 25, page 30 (See Appendix). After writing down their own CV, they can exchange it with their partner's. It is obvious that the Basic competence "Explaining in detail the task of the job and education background one's have both orally or written" is well developed from this task.

The writing task is also incorporated with speaking task in form of dialogue and taking notes. This can be found in the following task:

Task 18, Unit 3, Page 45

Work in pairs. Take turns to ask and answer the following questions with your partner. Write down your partners' answer on your note. Then, compare your partners' answers with yours.

Questions

1. Have you ever been called by a long-winded talker?
2. What do you usually do to keep the conversation short on the phone?
3. Which advice in the article have you ever practiced in your calls?

Another activity happen in a workplace is also filling in the form. The students can pretend to be a receptionist who has to handle a reservation. Therefore, task 20 on page 64 allows students to have a writing practice by filling out a reservation form.

The interview to several book users regarding the level of difficulty to the students of elementary level of SMK reveals that the book in general is suitable for the students at the level. However, there is some material which is considered as too difficult for the students for example the tasks which instruct students to do debate. An interview transcript of a book user can be seen below:

Researcher : So do you think the book materials is too difficult or too easy?

Book user : I think it is a good book, it is suitable for them and the book is arranged well according to its basic competency. However, there is a material which I think is too difficult for students. The part where students are asked to do debate with the motion of ..what...corruption or forestry... I think for students at elementary level of English, debating is not yet suitable. They might be overwhelmed of the words or terms that are too difficult.

E. Discussion of the Finding

A good textbook provides many functions for teachers in order to run the teaching learning programs well for example: become sources of presentation materials; become a reference to teach the students on mastering grammar, vocabulary, etc; become a syllabus; become a source of stimulation and ideas for

classroom language activities. The Effective Communication textbook for SMK is based on the Basic Competence of *KTSP* or School-Based Curriculum. The tasks and themes covering the four language skills (listening, speaking, reading and writing) have been successfully cover all the Basic Competence needed in Elementary level Of English speaking skill. Through this, the students are expected to master the four language skills. The tasks and the materials in each unit are arranged from easy to difficult to help the students develop all the English language skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After observing the Effective Communication textbook for SMK students Grade XI at Elementary level, the researcher comes to the conclusion that the textbook is suitable for the students according to the tasks and themes. This book has been successfully covered all the basic competency of Elementary level in the School Based Curriculum. Overall, the book can be used by teacher and students of SMK to develop their English language skill and to prepare them to use it in workplace.

B. Suggestion

Based on the result of the data analysis, the writer wants to give suggestion to:

1. The Writers of the Textbooks

The writers are expected to revise the content of the textbook especially for the tasks which is too difficult. Also, adding more pictures will attract students' attention to learn English by themselves after school. So, it will be a good example of other textbook writers.

2. The English Teachers must be creative in using textbook not only to teach students during the class but also to get students learn by themselves. The teaching learning

process should not only focus on a textbook, it can come from other sources.

3. The Other Researchers

The finding of this research will be useful for the other researchers who are interested in analyzing the content of textbook and its relevance to the students and the curriculum.

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APPENDIX

Elementary Level

Year **SMK EFFECTIVE
COMMUNICATION**

Agus Widyanoro

Kartika Pratiwi

Nuki Prihatini

Elementary Level

SMK

PUSAT PERBUKUAN

Departemen Pendidikan Nasional

**An Integrated Course of English for Vocational
High School**

Agus Widyanoro, M. Pd.

Kartika Pratiwi, S. Pd.

Nuki Prihatini

EFFECTIVE COMMUNICATION

An Integrated Course of English for Vocational High School

Elementary Level

2nd Year

SMK

Pusat Perbukuan

Departemen Pendidikan Nasional

Hak Cipta pada Departemen Pendidikan Nasional

Dilindungi Undang-undang

EFFECTIVE COMMUNICATION

An Integrated Course of English for Vocational High School

Elementary Level

2nd Year SMK

Penulis Agus Widyantoro, M. Pd.

Kartika Pratiwi, S. Pd.

Nuki Prihatini

Ilustrasi, Tata Letak Nuki Prihatini

Raditya Adi Saputra

Perancang Kulit M. Fahrurrazi

Raditya Adi Saputra

Ukuran Buku : 21 x 29 cm

420.07

WID WIDYANTORO, Agus

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1. Bahasa Inggris-Studi dan Pengajaran I. Judul

II. Pratiwi, Kartika III. Prihatini, Nuki
Diterbitkan oleh Pusat Perbukuan
Departemen Pendidikan Nasional
Tahun 2008
Diperbanyak oleh

Effective Communication iii

Puji syukur kami panjatkan ke hadirat Allah SWT, berkat rahmat dan karunia-Nya, Pemerintah, dalam hal ini, Departemen Pendidikan Nasional, pada tahun 2008, telah membeli hak cipta buku teks pelajaran ini dari penulis/penerbit untuk disebarluaskan kepada masyarakat melalui situs internet (*website*) Jaringan Pendidikan Nasional. Buku teks pelajaran ini telah dinilai oleh Badan Standar Nasional Pendidikan dan telah ditetapkan sebagai buku teks pelajaran yang memenuhi syarat kelayakan untuk digunakan dalam proses pembelajaran melalui Peraturan Menteri Pendidikan Nasional Nomor 34 Tahun 2008. Kami menyampaikan penghargaan yang setinggi-tingginya kepada para penulis/penerbit yang telah berkenan mengalihkan hak cipta karyanya kepada Departemen Pendidikan Nasional untuk digunakan secara luas oleh para siswa dan guru di seluruh Indonesia. Buku-buku teks pelajaran yang telah dialihkan hak ciptanya kepada Departemen Pendidikan Nasional ini, dapat diunduh (*down load*), digandakan, dicetak, dialihmediakan, atau difotokopi oleh masyarakat. Namun, untuk penggandaan yang bersifat komersial harga penjualannya harus memenuhi ketentuan yang ditetapkan oleh Pemerintah. Diharapkan bahwa buku teks pelajaran ini akan lebih mudah diakses sehingga siswa dan guru di seluruh Indonesia maupun sekolah Indonesia yang berada di luar negeri dapat memanfaatkan sumber belajar ini. Kami berharap, semua pihak dapat mendukung kebijakan ini. Kepada para siswa kami ucapkan selamat belajar dan manfaatkanlah buku ini sebaik-baiknya. Kami menyadari bahwa buku ini masih perlu ditingkatkan mutunya. Oleh karena itu, saran dan kritik sangat kami harapkan.

Jakarta, Juli 2008
Kepala Pusat Perbukuan

KATA SAMBUTAN

iv *Elementary Level*

Puji syukur kami panjatkan kepada Tuhan Yang Maha Esa yang telah melimpahkan petunjuk, kesehatan, ketabahan, dan kesabaran kepada kami sehingga penulisan **Effective Communication: English for Vocational High School Students (Elementary Level)** dapat diselesaikan. Buku ini disusun dengan tujuan menyediakan bahan ajar mata pelajaran bahasa Inggris untuk kelas VII dengan acuan Standar Isi mata pelajaran bahasa Inggris tahun 2006. Bahan ajar ini dirancang untuk pemakaian secara nasional dan oleh karenanya guru di seluruh Indonesia dapat menggunakannya secara langsung atau dengan melakukan adaptasi seperlunya menyesuaikan KTSP masing-masing. Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip **Pendekatan Komunikatif** untuk mengembangkan kompetensi siswa dalam keempat keterampilan berbahasa,

yaitu menyimak, berbicara, membaca, dan menulis. Selain itu materi dan tugas pembelajaran secara integratif mengembangkan kecakapan hidup dalam arti luas dan meningkatkan kesadaran

akan kebhinekaan.

Materi dan tugas-tugas pembelajaran dalam buku ini diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Siklus lisan menekankan pengembangan keterampilan menyimak dan berbicara, sementara siklus tulis mengembangkan keterampilan membaca dan menulis. Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa, kedua

siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi. Baik siklus

lisan maupun siklus tulis tersusun atas empat macam kegiatan pembelajaran, yaitu pembuka,

pajanan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa target secara terbimbing maupun bebas. Selain itu, untuk keperluan

pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur dalam sub-unit *Let's Get*

More Practice dan *Let's Review*.

Materi dan kegiatan belajar dikembangkan dengan tujuan menjadikan siswa aktif belajar bahasa Inggris, baik secara individu, berpasangan, maupun dalam kelompok kecil; melalui kegiatan memahami dan menggunakan bahasa Inggris untuk mengekspresikan gagasan mereka.

Guru lebih bertindak sebagai fasilitator, pemberi *feedback*, dan pendorong siswa agar berani mengekspresikan dirinya dengan tidak mengabaikan pentingnya akurasi berbahasa. Dengan kegiatan-kegiatan pembelajaran dan peran guru yang demikian, siswa terbimbing dan terfasilitasi

dalam berlatih mengekspresikan dirinya sehingga secara bertahap akhirnya mampu berkomunikasi dengan baik.

Sehubungan dengan terselesaikannya penulisan buku ini kami mengucapkan terima kasih kepada berbagai pihak yang telah memberikan dukungannya selama proses penyusunannya.

Secara khusus kami mengucapkan terima kasih dan penghargaan yang setinggi-tingginya kepada ayah, ibu, istri, anak, saudara-saudara, dan kekasih kami yang telah dengan sabar menyemangati langkah demi langkah dalam penulisan buku ini.

Kami menyadari bahwa buku ini masih memiliki kekurangan-kekurangan. Masukan dari berbagai pihak, terutama guru dan siswa pemakai bahan ajar ini, sangat kami harapkan untuk

perbaikan di kemudian hari. Semoga bahan ajar ini memberikan manfaat bagi pembelajaran bahasa Inggris di tanah air.

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□□ see □□□□□
□ any □□□□□□
□ ten □□□□□
□ hat □□□□□
□□ arm □□□□□
□ got □□□□□
□□ saw □□□□□
□ put □□□□□
□□ too □□□□□
□ cup □□□□□
□□ fur □□□□□
□ ago □□□□□□□
□□ pay □□□□□
□□ five □□□□□□

□□ home □□□□□□
 □□ now □□□□□
 □□ join □□□□□□□
 □□ near □□□□□
 □□ hair □□□□□□
 □□ pure □□□□□□□

KEY TO PRONUNCIATION

Vowel

Effective Communication vii

Phonetics symbols Example Pronunciation

□ pen □□□□□
 □ bad □□□□□
 □ tea □□□□□
 □ did □□□□□
 □ cat □□□□□
 □ got □□□□□
 □□ chin □□□□□□
 □□ June □□□□□□□
 □ fall □□□□□□
 □ van □□□□□
 □ thin □□□□□
 □ then □□□□□
 □ so □□□□□
 □ zoo □□□□□
 □ she □□□□□
 □ vision □□□□□□□
 □ how □□□□□
 □ man □□□□□
 □ no □□□□□
 □ sing □□□□□
 □ leg □□□□□
 □ red □□□□□
 □ yes □□□□□
 □ wet □□□□□

Consonants

viii *Elementary Level*

LIST OF ABBREVIATIONS

kb : kata benda

kki : kata kerja intransitif

kkt : kata kerja transitif

ks : kata sifat

kk : kata keterangan

Effective Communication | *Unit 1* □

Study the picture below. In your opinion, what are the people doing?

What

do they usually talk about in such a situation?

Picture 1.1

www.webimage.com

□□□□□□□□□□□□□□

□□□□□□

WHAT A BUSY DAY!

UNIT

1

Do you think that professionals are always busy? Do you think that they have much time

to spend for leisure activities? Well, now you are going to learn about a day of professionals and how they should keep a good manner at the office. Let's start, shall

we?

□ *What a Busy Day!*

Below are some words you are going to find in Task 3 and Task 4. Find their

meanings in the dictionary and then repeat after your teacher.

WORDS MEANINGS

attend □□□□□□□□ (kkt)

appreciate □□□□□□□□□□□□ (kkt)

fetch □□□□□□□□ (kkt)

request □□□□□□□□□□ (kkt)

stock □□□□□□□ (kb)

tight □□□□□□□ (ks)

...

...

...

...

...

...

...

In this part, you are going to listen to three dialogues twice. Listen to them

and take notes for important information. Then, answer the questions and

compare your answers with your classmates'.

Dialogue 1

1. What is the woman looking for?
2. What scarf does the shop assistant offer?
3. Which scarf does the woman choose?
4. What does the woman want the shop assistant to do?
5. What does she say to ask for the shop assistant's help?

Dialogue 2

6. What is the title of the book that Nia is looking for?
7. Does Nia get the book? Why?
8. When will the store have more in stock?
9. What does Nia ask the shop assistant for?
10. Can you guess what 'selling like hot cakes' means?

Dialogue 3

11. What does the shop assistant offer to the customer?
12. What does the shop assistant say?
13. What is the customer looking for?
14. Does the customer find what she is looking for?
15. What does the shop assistant do to help the customer?

□□□□□□□□□□□□□□□□□□□□□□□□

□□□□□□

□□□□□□

Effective Communication | Unit 1 □

Study the following dialogues between professionals at work. This kind of conversation occurs in a day of professionals. After that, answer the questions that follow.

Dialogue 1

Asnita is speaking to Mr Rahmat, the direct supervisor. She would like to ask Mr Rahmat to

analyze a report she has written.

Asnita : Excuse me, Mr Rahmat. Could I talk to you for a moment?

Rahmat : Certainly, how can I help you?

Asnita : I've finished the report you requested and I wonder if you wouldn't mind taking a look at it.

Rahmat : That's good to hear. I'd be happy to look through the report you've prepared.

Asnita : I'd also appreciate it if you could give me some feedback.

Rahmat : Certainly, I'll let you know what I think.

Asnita : Thank you.

Rahmat : You're welcome.

Source: www.teachingenglishzone.blogspot.com

1. Why does Asnita want to talk to Mr Rahmat?
2. Does Mr Rahmat want to help Asnita?
3. What does he say?
4. What else does Asnita ask Mr Rahmat to do?
5. In what context is their conversation? Personal or professional?

Dialogue 2

Wiwid wants to have a talk with Indah, but Indah is very busy. She has a very tight schedule.

Wiwid : Hi, Indah. Do you think it's possible for us to have a talk today?

Indah : I'd love to, but I have a pretty tight schedule today.

Wiwid : Oh, what do you have to do?

Indah : Well, I have to finish a report by ten. Then, I have to drive to the airport to fetch

my client at eleven. After that, I'll have a meeting with him over lunch. I guess I

won't have a break until two o'clock. Then, from three until five, I have to attend a

senior staff meeting.

Wiwid : Wow, what a busy day!

Source: www.focusenglish.com

1. Why does Indah refuse to have a talk with Wiwid?
2. What does she have to do by ten?
3. When does she have to fetch her client?
4. Will she have a break at one?
5. In what context is their conversation? Personal or professional?

□□□□□□

□ *What a Busy Day!*

Study the expressions below.

Modal auxiliaries can be used for different functions, such as:

MODALS FUNCTIONS EXAMPLES

can

Asking for permission

Giving permission

Requesting something

Expressing ability

Offering something

Can I take this file?

You can take this file.

Can you help me lift this table, please?

I can finish this report in two hours.

How can I help you?

may

Asking for permission

Giving permission
 Expressing possibility
 Offering something
 May I sit here?
 You may sit here if you want to.
 They may be out of stock.
 May I help you?
 will
 Expressing possibility
 Requesting something
 When do you think you will have more in stock?
 Will you give me a copy of this file?
 could
 Asking for permission
 Giving permission
 Expressing ability
 Requesting something
 Giving suggestion
 Offering something
 Expressing probability
 Could I leave this meeting earlier?
 You could leave this meeting earlier.
 I could dance well when I was a child.
 Could you wrap it up for me, please?
 You could ask your boss to let you take a vacation.
 Could I take your message, please?
 I think we could go to the new restaurant tonight.
 would
 Requesting something
 Offering something
 Would you lend me some money?
 Would you like a cup of tea?
 should Giving advice You should take some medicine.

MODAL AUXILIARIES

In the previous tasks, you find some modal auxiliaries used in the texts, for example:

ℵHow **can** I *help* you?

ℵWhen do you think you **will** *have* more in stock?

ℵ**Could** I ask you to come over here for a moment?

ℵWe **should** *be* getting some in by this afternoon.

In the next parts, you will use these modal auxiliaries. Here is the explanation about their

functions.

□□□□ □

Effective Communication | Unit 1 □

Make expressions based on the following situations by using modal auxiliaries.

Example:

Situation: You buy a present for your best friend and want the shop assistant to help you wrap it.

You say: *Could you wrap this present up for me, please?*

1. You just attended a meeting and you ask your secretary to make the report.
2. You are looking for some files and you want your friend to help you find them.
3. You have an interview tomorrow and you ask your friend for some advice.
4. You get a headache and ask your boss for permission not to submit the report tomorrow.
5. Your friend forgot to copy the files he needs. You tell him to ask for the copies to other staff members.

In pairs, make dialogues based on the situations below. Use appropriate modal auxiliaries to express your ideas. Then, act them out in front of the class.

Situation 1

You call your friend to ask whether he/she will join a business trip next week.

Your friend tells you

that he/she cannot go because his/her mother is ill. Tell him/her that you are sorry to hear that. Ask

him/her who replaces him/her to go. Tell your friend that one of staff members can replace you.

End your conversation and wish his/her mother to get well soon.

Situation 2

You meet B, your friend. You ask him/her whether he/she may have the report of the last meeting.

Your friend tells you that he/she does not have it, but tells that C may have some copies. He/she

suggests that you contact C for the report. You thank him/her.

Read the text below. It tells you about manners in the workplace. What do

you know about that? After reading the text, answer the questions that follow.

MANNERS IN THE WORKPLACE

Being a professional, you have to pay attention to etiquettes in your workplace. There is something you as professionals have to possess, namely good manners. Good manners are shown from several aspects, such as your physical appearance, attitudes, and personality. It is important to dress in a manner consistent with company culture and make sure your clothes are always clean. Besides, it is good for you to keep yourself clean. Taking shower or bathing every day is a must. It can relax your mind, lighten a little bit of your burden, make you feel fresh and be ready for your work. Brushing your teeth every morning after breakfast is important to keep your breath fresh.

□□□□□□□□□□□□□□□□□□□□□□□□

□□□□□□

□□□□ □

□□□□□□

□ *What a Busy Day!*

Besides, you also have to be aware of your gesture. You have to stand up straight and sit with legs together to avoid displays. Your gesture will influence others' impression on you. A wrong gesture will make a negative impression. Then, you need to be careful with your attitude. Treat a cubicle as if it has a door and a ceiling. Speak calmly and with an even cadence, in person and on the telephone. Personal telephone conversations should be kept to a minimum if you inhabit a cubicle. No one wants to hear your arguments with your spouse. Confidential business conversations should also be kept to a minimum if you're in a cubicle for similar reasons. You do not want to prematurely spill the beans on some important deal. You also have to avoid aggressive behavior such as leaning into people, pointing at others, interrupting others, crowding others, using heavy perfume or cologne and bringing odorous food into the office. Snorting, spitting, or picking at any part of yourself is considered impolite.

Moreover, if you use an elevator, face forward in the elevator. If you are getting off near the top of the building, move to the rear of the elevator. If you're getting off on a lower floor, stand close to the front. Say "Hello" or "Good morning" to those you encounter in the morning and "Good night" to those you encounter as you leave. It can be concluded that being a professional needs a good package consisting of physical appearance, attitude, and personality. All aspects really influence your impression and help you get along with others, especially your clients. Furthermore, of course, it will give a big effect to your career.

Source: <http://www.pasadenaisd.org>

Questions

1. What do good manners consist of?
2. What should you do to your appearance?
3. Why is your gesture important?
4. What should not you do in a workplace?
5. Is a professional's personality important in his/her career?

Read the text in Task 8 again and find the meanings of the words below based on context. Use your dictionary if necessary.

Now, find the main idea of each paragraph of the text in Task 8.

Paragraph 2 :

Paragraph 3 :

Paragraph 5 :

□□□□□□

□□□□□□

appearance personality

attitudes picking

cubicle possess

etiquette snorting

impression spill the beans

manner spitting

odorous spouse

Effective Communication | Unit 1 □

Work in pairs. Decide whether the statement is TRUE (T) or FALSE (F).

STATEMENTS T/ F EVIDENCE

1. It is fine to wear any kind of dress we like as long as we are comfortable with that.
2. Keeping our body clean is one way to create a good impression in our workplace.

3. Gesture is also considered important for a professional.

4. Being over confident is not allowed in a business conversation.

5. A pleasant personality is a plus for a professional.

Here is Ika's email sent to her friend, Opi.

Read the email and answer the questions.

□□□□□□□

□□□□□□□

ika_chan@kokom.com

opi_cute@kokom.com

Dear Opi,

I **have** finally **graduated** and already **got** a job. Now, I am a teacher in a private elementary school. I **have worked** here for two months. The job is quite tiring because I have to handle a lot of children. Sometimes, I have difficulty in controlling these children and I have to use all my energy to handle them. But, it is fun. As you know, I really love children. I think I **have found** the job I always dream about.

By the way, how are you? Will you visit me in the next long weekend?

Have you **decided**? Please reply.

Best regards for your family.

Love,

Ika

□ *What a Busy Day!*

Questions

1. Has Ika finished her study?

2. Has she got a job?

3. How long has she worked at the private elementary school?

4. Does she think she has found the job she always dreams about?

5. What does she want to know from Opi about her next long weekend?

In pairs, study the explanation below.

Take a look at the following table.

You

We

They

have

worked

been

here for two months.

at this hospital since 2000.

He here for three days.

She

It
has

The present perfect tense is used to tell:

ℵ an action which began in the past or just stopped

ℵ how long something has happened

ℵ the present result of the past action

□□□□□□□

The Present Perfect Tense

Study these sentences.

1. I **have** finally **graduated**.
2. I **have** already **got** a job.
3. I **have found** the job I always dream about.
4. **Have** you **decided**?
5. I **have worked** here *for two months*.

Effective Communication | Unit 1 □

Now, let's see Ika's agenda for today. Ika puts a tick (□) on the activities she

has done and a cross (X) on the ones she has not done yet.

Make sentences from the information in Task 14 and use the formula you

have learnt before. Number 1 has been done for you as an example.

1. Ika has made a lesson plan for Friday.

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

□□□□□□□

Monday, May 15th, 2008

- ⌚ ***make a lesson plan for Friday***
- ⌚ ***design learning materials***
- ⌚ ***make teaching media***
- ⌚ ***pay the telephone bill***
- ⌚ ***attend teacher's meeting at 4***
- ⌚ ***visit Nova at 8***
- ⌚ ***borrow Nani's book***

- 

Write a short message on a piece of paper addressed to your friend. Ask your friend to reply your message. Look at the example.

□ □



1.

4.

5

6.

Could you reply this complaint letter?

Will you invite us to the party?

Would you like some coffee?

May I leave this meeting?

Can you make five cups of coffee for the staff members?

Should I take his advice?

- a.
- b.
- c.
- d.
- e.
- f.

No, we are making our next plans.
 Thanks. And easy on the sugar, please.
 Of course. I will invite all staff members.
 Yes, if you think what he said is right.
 Sorry, but I have to meet the manager
 now.
 I'm afraid I can't. Mr Taka asks me to
 clean his office.

Now, write the function of each modal based on the context (sentence).

SENTENCE FUNCTION

I will have some salad, roast beef, and
 mashed potatoes.
 Requesting something
 I would like iced-tea.
 It looks nice, but I'd like to have something
 warm for the winter.
 May I help you?
 I think you should buy a new battery.
 I'll have a meeting with him over lunch.
 Well, you could take the airport bus or a taxi.

□□□□ □□

□□□□□□□□

□□ *What a Busy Day!*

Here is Opi's email sent to Ika.

Find the mistakes in the use of the present perfect form and correct them.

E. Let's Review

□□□□□□□□

opi_cute@fun.com

ika_chan@fun.com

Dear Ika,

I'm happy to hear about your graduation. Congratulations! I can
 imagine how fun your job is. I plan to visit you in the next long holiday.
 I will come with my youngest sister. Ana misses you so much. She has
 already prepare a present for you. You know, Ana is not a little girl
 anymore now... She have been in a senior high school. Next year she
 will graduate. She have already plan to study overseas. She haven't

choose the major she is going to take yet. I think she will choose business as a major.

OK. Just wait for our visit. Don't forget to serve us delicious food.

Best wishes,

Opi

Effective Communication | Unit 1 □□

Think about your plan today. What have you done? What have not you done?



Now, make sentences from the information in Task 20.

Find two articles on manners at the workplace. Write down the important

points and present them to the class.

How much improvement have you made after learning English in this unit? Write down your

reflection in the provided space below. Put a tick (□) in the right column to indicate how

much you have learnt.

Aspects Very much Much Little

Understanding simple conversations

Participating in simple conversations

Understanding manners at the workplace

Using modal auxiliaries

Using the present perfect tense

Vocabulary

□□□□□□□□□□□□□□□□

□□□□ □□

□□□□ □□

□□□□ □□

□□ **What a Busy Day!**

In this unit, you have learnt about modal auxiliaries and the present perfect tense.

Key Points

1. Modal auxiliaries

MODALS FUNCTIONS EXAMPLES

can

Asking for permission

Giving permission

Requesting something

Expressing ability

Offering something

Can I take this file?

You can take this file.

Can you help me lift this table, please?

I can finish this report in two hours.

How can I help you?

may

Asking for permission

Giving permission

Expressing possibility

Offering something

May I sit here?

You may sit here if you want to.

They may be out of stock.

May I help you?

will

Expressing possibility

Requesting something

When do you think you will have more in stock?

Will you give me a copy of this file?

could

Asking for permission

Giving permission

Expressing ability

Requesting something

Giving suggestion

Offering something

Expressing probability

Could I leave this meeting earlier?

You could leave this meeting earlier.

I could dance well when I was a child.

Could you wrap it up for me, please?

You could ask your boss to let you take a vacation.

Could I take your message, please?

I think we could go to the new restaurant tonight.

would

Requesting something

Offering something

Would you lend me your dictionary?

Would you like a cup of tea?

should Giving advice You should take some medicine.

Source: Azar (1999), Fuchs (2000), Murphy (1987)

2. The present perfect tense

The present perfect tense is used to tell:

- a. an action which began from the past or just stopped,
- b. how long something has happened, and
- c. the present result of the past action.

You

We

They

have

worked

been

here for two months.

at this hospital since 2000.

He here for three days.

She

It

has

□□□□□□□□□□□□□□□□

Effective Communication | *Unit 1* □□

appearance □□□□□□□□□□ (kb) : penampilan

appreciate □□□□□□□□□□□□ (kkt) : menghargai

attend □□□□□□□□ (kkt) : menghadiri

attitude □□□□□□□□□□ (kb) : sikap

cubicle □□□□□□□□□□ (kb) : ruang kecil

etiquette □□□□□□□□ (kb) : tatacara

fetch □□□□□□□□ (kkt) : mengantar

impression □□□□□□□□□□ (kb) : kesan

manner □□□□□□□□ (kb) : sikap/cara

odorous □□□□□□□□□□ (ks) : berbau

personality □□□□□□□□□□□□ (kb) : kepribadian

possess □□□□□□□□ (kkt) : memiliki

snort □□□□□□□□ (kkt) : mendengus

spill the beans □□□□□□□□□□□□□□ : membocorkan rahasia

spit □□□□□□ (kki) : meludah

spouse □□□□□□□□□□ (kb) : pasangan (suami/istri)

stock □□□□□□□□ (kb) : persediaan barang

□□ □□□□□□□□□□□□□□

□□ *What a Busy Day!*

DID YOU KNOW?

Corporate Culture in America

a. Americans view the business card as a source of future information and tend to

exchange cards casually.

b. Americans prefer directness in communication. When Americans say "yes" or "no,"

they mean precisely that. "Maybe" really does mean "it might happen"; it does not mean "no."

c. Americans are often uncomfortable with silence. Silence is avoided in social or business meetings.

d. Americans put a great deal of value on the written word. American law almost always requires contracts to be written out. Verbal contracts are rarely legally binding. Make sure you read the fine print.

e. It is very important in written communication to spell names correctly and have

correct titles. If you are unsure of these, call the person's assistant to get the correct spelling and title.

f. Keep appointments once they are made. You may not get a second chance if you do not.

g. When you are doing business in the United States, you must be on time. Americans view someone being late as rude, showing a lack of respect and having

sloppy, undisciplined personal habits. Being "on time" in business situations generally means being about five minutes early. Five minutes late is acceptable

with a brief apology. Ten to fifteen minutes late requires a phone call to warn of the delay and to apologize.

h. It is very important to meet deadlines. If you tell someone that you will have a

report to them by a certain date, or that you will fax something to them immediately,

they will take you at your word. People who miss deadlines are viewed as irresponsible and undependable.

i. Meetings are generally informal and relaxed in manner, but serious in content.

Often an agenda will be distributed before a meeting, so the participants will be

prepared to discuss certain topics. A successful meeting is short and to the point.

Be prepared to begin business immediately, with little or no prior small talk.

j. Participation is expected in meetings. A quiet person may be viewed as not prepared or as having nothing important to contribute.

k. Meetings often end with a summary and an action plan for the participants to

execute. A meeting is only considered successful if something concrete is decided.

Source: <http://www.davekahle.com/qa/businessetiquette.htm>

Effective Communication | Unit 2 □□

Study the picture below and answer the questions with your classmates.

1. What is she?
2. What is she doing?
3. What is her duty?
4. What educational background does she need for the job?

You will find the following words in Task 3. In pairs, find the meanings of

these words in your dictionary and repeat after your teacher.

WORDS MEANINGS

appointment □□□□□□□□□□ (kb)

agenda □□□□□□□□ (kb)

bill □□□□□ (kb)

delay □□□□□□ (kkt)

dependable □□□□□□□□□□ (ks)

developed □□□□□□□□□□ (ks)

incoming □□□□□□□□□ (ks)

file □□□□□ (kkt)

meticulous □□□□□□□□□□□ (ks)

satisfied □□□□□□□□□□□ (ks)

outgoing □□□□□□□□□ (ks)

...

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I AM A WEBMASTER

UNIT

2

Picture 2.1

Source: www.webimage.com

If you are applying for a job, you have to be able to ask and tell about the job description as well

as the educational background. Do you know how to do those very well?

Learn those in this

unit and you will be able to do them effectively.

□□ *I am a Webmaster.*

In this section, you will listen to three short passages about three jobs.

Listen to the short passages carefully and then answer the questions.

You

will listen to them twice. When you have finished, listen again and check your answers. The listening script is in the appendix.

Passage 1 is for questions 1-3

1. What does Fitri do?
2. What does she have to do?
3. Where did she graduate from?

Passage 2 is for questions 4-6

4. Is Bambang a writer?
5. What does he always do in his job?
6. What is his educational background?

Passage 3 is for questions 7-10

7. What is Tia's job?
8. What is her duty?
9. What is her educational background?
10. What type of person is she?

Dhimas are going to describe some jobs to Ilham. Listen to the dialogue carefully. Find the job descriptions and guess what jobs are described. Then, compare your answers with your classmates'.

Here is an example for you.

JOB DESCRIPTIONS JOB

A person who cooks in a restaurant or a hotel. A chef

Work in pairs and write simple job descriptions of these jobs.

JOB JOB DESCRIPTIONS

pilot A person who flies the airplane.

dressmaker

mechanic

hair stylist
beautician
shop assistant
receptionist
tourist guide
electrician

□□□□ □

□□□□ □

□□□□ □

Effective Communication | *Unit 2* □□

Example:

Putri : What do you want to be, Nita?

Nita : I want to be someone who plans and delivers lessons and evaluates
lear

achievements.

Putri fills her table this way:

Name Job descriptions Job

Nita to plan, deliver lessons, and evaluate learning
achievements

teacher

Now, it is your turn to do a survey.

Name Job descriptions Job

The Vowel Letter O

The following words show how the vowel letter O can be pronounced in
several ways.

***Ask your friend what he or she wants to be. Your friend will only tell the
job description. Put the information in the table and guess what job it is.
Study how to pronounce the words below.***

/□/ /□□/ /□/ /□/ /□□/ /□/

job known good customer report company

boss going food complain order coming

offer also cook developed before money

SURVEY GAME

□□□□ □

□□□□ □

□□ *I am a Webmaster.*

***Can you pronounce these words? Check your dictionary to find out how
they are pronounced and try to pronounce them. Can you find the words
having different pronunciations from the examples above?***

1. pilot 6. appointment

2. journalist 7. choose

3. receptionist 8. responsible

4. accountant 9. meticulous

5. novelist 10. polite

After learning some job descriptions, you will talk about the educational background. The dialogue below talks about the educational background

required to work on a cruise ship (kapal pesiar).

Petrus : Have you decided about your future job, Ham?

Ilham : Yup! I've decided to work on a cruise ship.

Petrus : Wow... It means you have to get a hotel diploma.

Ilham : That's right.

Petrus : But, you told me that you didn't like cooking.

Ilham : Just want to let you know, working on a cruise ship isn't always about cooking.

There are various jobs on board under the divisions of Housekeeping, Kitchen, and Food and Beverage.

Petrus : Do you need any training to work on a cruise ship?

Ilham : Of course. I have to take at least a three-month job training in the respective division.

Petrus : Are there any other requirements?

Ilham : I have to take an English course because it's very essential for a cruising crew

member. This job really offers me a challenge I can't resist!

Source: C'NS Vol.1 No. 2

Questions

1. What has Ilham decided?
2. What job is he interested in?
3. Is working on a cruise ship only about food and beverage?
4. Does he need any training?
5. What course does he need to take?

□□□□ □

□□□□ □

Effective Communication | Unit 2 □□

Here is a dialogue between an interviewer and an interviewee. Study the dialogue and answer the questions. Then, check your answers with your classmates.

Interviewer : Good morning, Ms Regita Sofyan.

Interviewee : Good morning, Mr Bima Suseno.

Interviewer : You are applying for the position of a public relations officer, aren't you?

Interviewee : Yes, Sir.

Interviewer : Could you tell me a little about your educational background?

Interviewee : I have a degree in Public Relations from Gadjah Mada University.

Interviewer : Can you tell me about your last job?

Interviewee : I'm a receptionist in a developing company.

Interviewer : Could you tell me what your duties are?

Interviewee : I receive guests and in-coming phone calls.

Interviewer : I would like to know whether you know your responsibilities if you are

accepted here.

Interviewee : As far as I know, a PR officer is responsible for building a good relationship not only between the company and its employees, but also among employees and between the company and customers or colleagues.

Interviewer : How would you describe your relationship with your present company?

Interviewee : Our relationship is very good. We communicate well.

Interviewer : So, I would like to know why you are leaving your job.

Interviewee : I want to get a more challenging job which is relevant to my educational background.

Interviewer : I wonder if you could tell me something about what kind of person you are.

Interviewee : I'm diligent and sociable. I'm also a good communicator.

Interviewer : What would you say about your weaknesses?

Interviewee : Some people say I'm a perfectionist.

Interviewer : What is your goal for the future?

Interviewee : Working for a well-developed company like this company.

Interviewer : OK, Ms Regita Sofyan. That's all for the interview today. I'll call you for the results later.

Interviewee : Thank you for the interview.

Questions

1. What position does the interviewee apply for?
2. What is her educational background?
3. What is her work experience?
4. Why does she want to leave her present job?
5. What is her responsibility if she is accepted in the company?

□□□□□□□

□□ *I am a Webmaster.*

Study the expressions below.

Asking and Telling about Job Descriptions and Educational Backgrounds

1. Job Description

a. Asking about one's job description

Formal Informal

Could you tell me what your duties are?

I would like to know whether you know about your responsibility.

Can you tell me what your task is?

I would like to know about what you have to do.

What are your duties?

What is your responsibility?

What is your task?

What do you have to do?

b. Telling about one's job description

∞ I receive guests and in-coming phone calls.

∞ A PR officer is responsible for building a good relationship.

∞ My duties are to offer the menu and to take orders.

∞ My task is to repair the car's engine.

∞ I have to make financial reports.

2. Educational Background

a. Asking about one's educational background

Formal Informal

Could you tell me a little about your educational background?

Can you tell me where you graduated from?

I would like to know about your major.

I would like to know where you study.

What is your educational background?

Where did you graduate from?

What is your major?

Where do you study?

b. Telling about one's educational background.

∞ I graduated from a secretarial college.

∞ I have a degree in technical engineering.

∞ I majored in accounting.

∞ My major is medical wifery.

∞ I study in a Hotel and Tourism school.

□□□□□□

Effective Communication | Unit 2 □□

Work in pairs and make a dialogue based on the following model. Then, act it

□□□□□□ **out.**

Interviewer

Greet the interviewee.

Interviewee

Reply the greeting.

Interviewer

Ask the interviewee why he/
she wants to quit the previous
job.

Interviewee

Tell the interviewer that you
cannot improve your career.

Interviewer

Ask the interviewee why he/
she is interested in applying
for the position.

Interviewee

Tell the interviewer that you
need a more challenging job
and want to get more
experience.

Interviewer

Ask the interviewee about his
or her strengths and
weaknesses.

Interviewee

Tell the interviewer that you
are hard-working, but
sometimes you are
careless.

Interviewer

Ask about the
interviewee's educational
background.

Interviewee

Tell the interviewer that you
graduated from a vocational
school and now continue
your study in college.

Interviewer

Ask about his or her job
responsibility.

Interviewee

Tell the interviewer about
your job description.

Interviewer

Tell the interviewee that he/she will be contacted for the results of the interview.

Interviewee

Thank the interviewer for the interview.

□□ *I am a Webmaster.*

Work in groups of four. Make a dialogue in which each of you asks about a

job which your friends dream about and its supporting information (educational background and other requirements).

What do you know about a webmaster? Get more knowledge about it from

the text below. After you read the text, check your comprehension by answering the questions that follow.

WEBMASTER: A CHALLENGING JOB

Do you have any idea about *webmaster*? In this era of modern communications technology, having a job as a webmaster can be a consideration. 'A webmaster' can literally be defined as an expert in the field of webbing. A webmaster is a person **who** not only creates, but also maintains a website. In maintaining a website, a webmaster needs to update all information as well as the profile of the company or the organisation **which** belongs to the site.

A webmaster has to master at least one of the four subdivisions, namely web designing, graphic designing, web development, and web content editing.

The expert in the

first division is called a web designer. He or she needs to design a website and be

knowledgeable, at least, about Hyper Text Markup Language (HTML) coding.

In the

graphic designing part, a graphic designer designs the lay-out and creates an attractive

image. However, a graphic designer may not always be a web designer. A web developer

is an expert in the web development. He or she creates the website's programmes and

deals with the input and the process. He or she needs to know a programming language

like ASP. A web content editor is the one **whose** job is to provide information about the

site. An editor does not need to be technologically literate, but to have knowledge about

sentence structure. Although the job can be divided into several parts, a webmaster might work individually or in a team, depending on the website's scope.

Picture 2.3

www.clinique-ordi.com

□□□□□□□□□□□□□□□□□□□□
 □□□□□□□
 □□□□□□□

Picture 2.2

Source: www.FXstyle.com

Example:

Student 1: What do you want to do in the future?

Student 2: I want to be a famous fashion designer like Ajie Notonegoro.

Student 3: So, you have to take a major in fashion, don't you?

Student 2: Sure. What about you?

Student 3: I prefer majoring in automotive engineering.

Student 4: Do you want to be a mechanic?

Student 3: Yes. A professional mechanic and racer. That's my dream.

Effective Communication | Unit 2 □□

Questions

1. What does paragraph 1 talk about?
2. What is the literal definition of "a webmaster"?
3. What is the main idea of paragraph 2?
4. Mention jobs related to webbing.
5. Are you interested in being a webmaster? Give your reasons.

Find the synonyms of these words in the text above.

Number 1 has been done for you as an example.

1. knowledge (paragraph 1, line 1) = idea
2. concern (paragraph 1, line 3) =
3. renew (paragraph 1, line 6) =
4. professional (paragraph 2, line 2) =
5. handle (paragraph 2, line 8) =
6. give (paragraph 2, line 9) =
7. advantage (paragraph 3, line 2) =
8. enthusiastic (paragraph 3, line 3) =
9. training (paragraph 3, line 4) =
10. get (paragraph 3, line 5) =

Vocabulary

appropriate □□□□□□□□□□ (ks) : sesuai

attractive □□□□□□□□□□ (ks) : menarik

eager □□□□□□□ (ks) : berkeinginan besar

relevant □□□□□□□□□□ (ks) : relevan/sesuai

expert □□□□□□□□□□ (kb) : ahli

scope □□□□□□□□ (kb) : lingkup

To be a webmaster, you do not have to major in computer science. If you have a relevant educational background, it will be a plus for you. However, the main thing is that you are eager to learn. You can provide yourself with an internet connected computer, take appropriate courses, and start practising by creating a personal homepage. After that, you can gain a lot of advantages from it. So, are you ready to be a webmaster? Prepare yourself now...

Source: C'nS magazine, Vol.2 No.9

□□□□□□□

□□ *I am a Webmaster.*

Vocabulary

apprentice □□□□□□□□□□ (kb) : karyawan magang

apprenticeship □□□□□□□□□□□□□□ (kb) : pelatihan kerja/ magang

accompanying letter □□□□□□□□□□□□□□□□□□ (kb) : surat engantar

invaluable □□□□□□□□□□□□ (ks) : sangat berharga

Now, you will read another interesting text. This text talks about apprenticeship. Do you want to know more about it?

APPRENTICESHIP

Apprenticeship is a good activity for students who want to get work experience before they graduate from school. They will get the chance to work in a company although they have not graduated yet. The company will place them in the division which is related to their educational background. For example, in a supermarket, students with a Hotel and Tourism background are placed in the Fresh Section. They deal with the bakery and salad bar. In a bank, students from an accounting programme are placed in the administration department. They are assigned to execute stock inventory, file and arrange in-coming and out-going letters. Indeed, the students will not be placed in the high position, but it still gives many advantages to them.

What do the students actually gain in being an apprentice? Of course, they will earn money, but the valuable experience is the most important thing. In an apprenticeship programme, they will improve their competency and learn to interact with people whom they meet in the

working environment. By having more knowledge and network with a company, they will get a clearer future after graduating from school. To be an apprentice, the students have to get an accompanying letter from the headmaster at school. This letter will inform the company that they are students who are willing to have a temporary job there. The company's personnel department will inform about the requirements. Some company may give a test, but the others may not. Being an apprentice is very beneficial. It gives not only money, but also invaluable experience. So, never be hesitant to take a chance for apprenticeship.

Source: C'nS Vol.1 No.7

Now, check these statements whether they are TRUE (T) or FALSE (F). Give the evidence for the false statements and compare your answers with your classmates'.

STATEMENTS T/ F EVIDENCE

1. To be an apprentice, you should be a graduate. F Paragraph 1, lines 2 & 3
2. The company will place the apprentice in the division related to the educational background.
3. You get both money and experience from apprenticeship.

Picture 2.4

www.webimage.com

□□□□□□□

□□□□□□□

Effective Communication | Unit 2 □□

STATEMENTS T/ F EVIDENCE

4. Students do not need an accompanying letter for apprenticeship.
5. Companies always give a test for the apprentice.

Check your reading comprehension again by answering these questions. Then, compare your answers with your classmates'.

1. What does apprenticeship mean?
2. In a supermarket, where are the students with Hotel and Tourism background placed?
3. If you are a student of an accounting programme and you want to be an apprentice in a bank, what are your possible tasks?
4. What do the students gain from being an apprentice?
5. Explain how to take a chance for apprenticeship.

□□□□□□□ **Study the explanation below.**

□□□□□□□

Adjective Clauses

An adjective clause is a part of a sentence telling us what kind of person or thing the speaker means. Adjective clauses are generally introduced or preceded by a relative

pronoun such as:

- ⌚ **who** (for people as subjects),
- ⌚ **whom** (for people as objects),
- ⌚ **which** (for things as subjects or objects),
- ⌚ **whose** (to indicate possession), and
- ⌚ **that** (for people or things as subjects or objects).

Here are examples taken from the previous reading texts.

1. He/she is a webmaster.

He/she not only creates, but also maintains a website.

A webmaster is a *person* **who** not only *creates*, but also maintains a website.

2. They will improve their competency and learn to interact with people.

They meet people in the working environment.

They will improve their competency and learn to interact with *people* **whom** *they* meet in

the working environment.

3. He/she is a web content editor.

His/her job is to provide information about the site.

A web content editor is *the one* **whose** *job* is to provide information about the site.

□□ *I am a Webmaster.*

Combine these sentences using the relative pronouns. Number 1 has been done for you.

1. The man is our sales manager. He likes to wear a blue shirt.

The man **who** likes to wear a blue shirt is our sales manager.

2. Fitri is the new secretary here. She has a high typing speed.

3. Lisa works as a secretary. She graduated from a secretarial college.

4. The students are apprentices here. We talked to them yesterday.

5. Mr Andi is our colleague. He has an advertising company.

6. Nanda is the candidate of our new accountant. We will see her tomorrow.

7. Putu is a mechanic. His job is to repair the car engines.

8. The waiter is very friendly. He serves us well.

9. Dela gets a new job. The job is relevant to her educational background.

10. The new company recruits some applicants. It produces and trades machines.

Study this job advertisement and answer the questions that follow.

URGENTLY

NEEDED

A developing restaurant invites applicants for the following positions:

1. Chef

2. Prep-cook
3. Waiter/waitress

Qualifications:

- a. Hardworking (1, 2, 3)
- b. Having pleasant personality (1, 2, 3)
- c. Good looking (3)
- d. Cooperative (1, 2)
- e. Having at least 2 year's experience in a similar capacity (1, 2,3)
- f. Having good command of spoken English (1, 3)

Send your applications and CV to:

The Personnel Manager

P.O. Box 6884

Batam

□□□□ □□

□□□□□□□□

Effective Communication | *Unit 2* □□

Questions

1. What positions is the restaurant looking for?
2. What are the requirements for each position?
3. Which requirements do all applicants have to fulfill?
4. Which position needs the hardest requirement?
5. Decide the educational background required by each of the positions.

Now, think about a job you are interested in and brainstorm on qualifications

for the job. Then, make your own advertisement.

Do you know a curriculum vitae (CV)? People usually enclose a CV to apply

for a job. Here is an example of a CV.

Questions

1. What is the writer's highest education?
2. What is his present job?
3. What kind of training has he taken?
4. What is his personal interest?
5. What does a curriculum vitae function?

□□□□ □□

□□□□ □□

Bambang Gunawan

+62 899 0909 0111

bams_oye@bravo.com

EDUCATION:

2004-2007 Hotel and Tourism Academy "Mandiri"

2006 English for Tourism training

2005 Hotel training

2001-2004 Vocational School "Pariwisata"
2001-2004 "Happy English" English Course

OCCUPATION:

2006-present Waiter in Cozy Restaurant
2005-2006 Kitchen partner in Ambarrukmo Restaurant
2004-2005 Waiter in Luxurious Restaurant

COMPETENCIES:

Good command of spoken and written English (TOEIC score of 650)

INTERESTS:

Sports

☐ ☐ *I am a Webmaster.*

date April 21, 2008

Personnel Manager

P. O. Box 45721 **inside address**

Medan, North Sumatra

Dear Sir/Madam **salutation**

opening paragraph

I am applying for the position of a waiter, advertised in Suara Rakyat on April 17, 2008. My

name is Bambang Gunawan and I am 22 years old. I have an Associate's Degree from a

Hotel and Tourism Academy.

body of letter

I have worked for some restaurants as a waiter or a kitchen partner in the kitchen

department. I have more than three years of work experience. I joined training and

apprenticeship while I was in the vocational school and academy. My good English

proficiency will also be an advantage as a waiter.

I believe that my educational background and experience meet your requirements. I would

like to add that I have a pleasant personality. I am friendly, hardworking, and eager to

learn. I am able to work independently as well as in a team.

closing paragraph

I enclose my CV, a recent photo, and copies of some documents. I look forward to hearing

from you.

Sincerely yours,

closing

Bambang Gunawan

Jalan Pinang No. 2 **sender's address**

Bangka 32541

Write a CV of your own. Then, in pairs, exchange your CV. Give feedback to

each other to revise your CV.

Study this application letter. Then, write an application letter based on the

advertisement you made in Task 22.

□□□□□□□

□□□□□□□

Effective Communication | Unit 2 □□

Let's play this game.

Modified from "Talk a Lot", Keith S. Folse, 1993.

Let's speak English

Play this game in groups of four. Put your marker on START. Close your eyes and touch a number with your pencil. Then, move your marker.

1 3 5 2 4 1 2 3 4 4

2 3 4 1 2 5 1 3 2 1

3 4 5 5 4 5 3 2 2 1

4 5 1 1 1 3 3 2 4 4

5 1 2 3 4 1 3 4 5 2

When you land on a space, read the information aloud. If you answer correctly, move one extra space. If you cannot answer correctly, go back one space.

A player who does not use English must go back three spaces.

The winner is the first person who comes to the FINISH area.

Job Description

Secretary

START



FINISH



**Educational
Background**

Pilot

YOU ARE SO

LUCKY!

GO FORWARD

2 SPACES



Educational Background

Chef

Job Description

Webmaster

Job Description

Tourist guide

SORRY,

BAD LUCK

GO BACK 3 SPACES



Job Description

Waiter

Who repairs car engines in an auto repair shop?

Educational Background

Electrician

Educational Background

An accountant

Who cuts and shapes one's hair in a salon?

□□□□ □□

□□□□□□□□□□□□□□□□□□□□□□□□□□□□

□□ *I am a Webmaster.*

Let's do a role-play.

Your friends will have an interview based on the position applied in Task 25.

Suppose that you are

the interviewer. Ask your friend for the following information:

✂ educational background

✂ job description (latest and applied job)

✂ personal information

✂ others

After you finish interviewing, take turns.

Describe these pictures by using adjective clauses.

Picture 2.5A Chef Picture 2.6A webmaster Picture 2.7A Receptionist

www.sinarharapan.co.id www.clinique-ordi.com www.webimage.com

Picture 2.8A Waitress Picture 2.9 A Mechanic

www.webimage.com www.webimage.com

Look for three job vacancies advertised in the newspaper which offer different positions. Then, write your CV and application letter for one of the three positions.

□□□□ □□

□□□□□□□□□□□□□□□□

□□□□ □□

□□□□ □□

Effective Communication | Unit 2 □□

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (□) in the right column below to indicate how much you have learnt.

Aspects Very much Much Little

Asking about one's job description

Telling about one's job description

Asking about one's educational background

Telling about one's educational background

Reading and writing a job advertisement

Reading and writing an application letter

Reading and writing one's curriculum vitae

Vocabulary

In this unit you have learnt how to ask and tell about one's job description and educational

background, and adjective clause.

Key Points

1. Asking and Telling about Job Description and Educational Background

a. Asking about one's job description

FORMAL INFORMAL

Could you tell me what your duties are?

I would like to know whether you know about your responsibility.

Can you tell me what your task is?

I would like to know about what you have to do.

What are your duties?

What is your responsibility?

What is your task?

What do you have to do?

b. Telling about one's job description

✎ I receive guests and in-coming phone calls.

⌘ A PR officer is responsible for building a good relationship.

⌘ My duties are to offer the menu and to take orders.

⌘ My task is to repair the car engines.

⌘ I have to make financial reports.

□□□□□□□□□□□□□□□□

□□□□□□□□□□□□□□□□

□□ *I am a Webmaster.*

c. Asking about one's educational background

FORMAL INFORMAL

Could you tell me a little about your educational background?

Can you tell me where you graduated from?

I would like to know about your major.

I would like to know where you study.

What is your educational background?

Where did you graduate from?

What is your major?

Where do you study?

d. Telling about one's educational background

⌘ I graduated from a secretarial college.

⌘ I have a degree in technical engineering.

⌘ I majored in accounting.

⌘ My major is mechanical engineering.

⌘ I study in a Hotel and Tourism school.

2. Adjective clauses

An adjective clause is a part of a sentence telling us what kind of person or thing the speaker means. Adjective clauses are generally introduced or preceded by a relative pronoun such as:

⌘ who (for people as subjects)

⌘ whom (for people as objects)

⌘ whose (to indicate possession)

⌘ which (for things as subjects or objects)

⌘ that (for people and things as subjects or objects).

□□□□□□□□□□□□□□□□

accompanying letter □□□□□□□□□□□□□□□□ (kb) : surat pengantar

appointment □□□□□□□□□□ (kb) : janji

appropriate □□□□□□□□□□ (ks) : sesuai

attractive □□□□□□□□□□ (ks) : menarik

bill □□□□□□ (kb) : tagihan

cruise ship □□□□□□□□□□ (kb) : kapal pesiar

□ □ □ □ □ □

Do you have any idea about handling a phone call in the right way? Having knowledge of making and receiving a phone call as well as handling telephone messages will surely be beneficial for you. Learn how to do those very well in this unit.

☐ ☐ *Could I Take Your Message, Please?*

Listen to conversations and while you are listening, complete the conversation based on the information you hear. Then, act them out with a

classmate. The listening script is in the appendix.

A. Secretary: Techno Comp. Good Morning. Can I help you?

Caller : Good morning. (1)_____ Helena Hasan, please?

Secretary: (2)_____, please. I'll get her.

Caller : OK. Thank you.

B. Secretary: Good morning. National Bank. (3)_____?

Caller : Good morning. (4)_____ Mr Melson Santoso, please?

Secretary: I'm sorry, Ma'am. He has been away for a few days.

(5)_____?

Caller : Please tell him to contact me as soon as possible.

Secretary: (6)_____?

Caller : Niken Aditya of the Ancient and Modern Art Gallery.

Secretary: (7)_____?

Caller : Sure. +62-274-654-221.

C. Secretary: Good afternoon. Marketing Department of Nusa Indah Corporation.

(8)_____?

Caller : Good afternoon. I'd like to speak to Mr Fahrur Assegaf.

Secretary: I'm sorry. (9)_____.

Do you want to hold on, or call again later?

Caller : (10)_____.

Study the expressions below.

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

Do you still remember:

how the secretary greets the caller?

what the caller says to inform his/her purpose?

what the secretary says to inform that the one the caller wants to speak to is not in?

Here are words and expressions usually used in formal telephoning.

To make a call

Greetings (Good morning/afternoon/evening).

May I speak to ..., please?

I'm ...(your name) from ...(your company's name)

I'm calling about ...(your purpose)

Could you put me through to Mr/Mrs...?

Could I leave a message?

Could you take my message for Mr/Mrs...?

Effective Communication | Unit 3 □□

Complete the missing words in the transcript below based on the information you hear. The listening script is in the appendix.

Dona is a (1) _____ in our company. One day, the telephone rang and she answered it.

"May I (2) _____ to Mr Aji Danuarta, please?" a caller said.

"Who is (3) _____, please?" Dona asked.

"Mr Alan Bagio," the caller said.

Dona put her hand over the mouthpiece and spoke to Mr Danuarta.

"It's Mr Alan Bagio, Sir," she said. "He wants to speak to you."

"What... again!" Mr Danuarta exclaimed.

"He wants to (4) _____ us those (5) _____, doesn't he?"

"Yes, Sir," Dona said.

"He (6) _____ yesterday and he rang up (7) _____ last week," added Dona.

"We don't (8) _____ new typewriters. I told him that yesterday," Mr Danuarta said.

"What shall I (9) _____, Sir?" Dona asked.

"Say that (10) _____," Mr Danuarta said.

Dona spoke into the receiver. "Mr Bagio," she said, "I'm afraid you can't speak to Mr Danuarta now. Mr Danuarta says that he's very busy and doesn't want to be bothered."

Adapted from: Alexander, 1987

To receive a call

Greetings (Good morning/afternoon/evening)+ name of your company.

Can I help you? May I help you?

Who's calling, please? Who's speaking, please?

May I have your name, please? Could I have your number?

Hold on, please. Just a moment, please.

I'm sorry. The line is engaged. Sorry, Sir/Ma'am. The line is busy.

I'll put you through to Mr/Mrs...

Do you want to hold on, or call again later?

Can I take your message?

Could you speak up, please? It's a terrible connection.

Vocabulary

mouthpiece □□□□□□□□□□(kb) : bagian telepon yang diletakkan di dekat mulut

receiver □□□□□□□□□□ (kb): bagian telepon yang diletakkan di dekat telinga

typewriter □□□□□□□□□□ (kb): mesin ketik

Picture 3.2

Source: www.photosearch.com

□□□□□□

Picture 3.3

Source: www.photosearch.com

□□ *Could I Take Your Message, Please?*

Listen to the text again and then answer the questions orally. Number one

has been done as an example.

1. Did Dona make a call? (No, she didn't. She received a call.)
2. Was it Mr Bagio who made the call?
3. Did Mr Bagio want to speak to Dona?
4. Was Mr Danuarta in his office?
5. Did Mr Danuarta want to buy any new typewriters?
6. Did Mr Danuarta want to speak to Mr Bagio?

Listen to the text again. Then, study and answer the questions in complete

answers. Number one has been done as an example.

1. Who wanted to speak to Mr Danuarta?
(Mr Alan Bagio wanted to speak to Mr Danuarta.)
2. What did Dona say to know the caller's identity?
3. What did Mr Bagio want to sell to Mr Danuarta?
4. What did Dona say to Mr Bagio?
5. What would you do if you were Mr Alan Bagio?

In pairs, study the following dialogue and answer the questions. Then, act it

out with your partner.

Secretary : Good morning. Gama Corporation. Can I help you?

Caller : Good morning. May I speak to Mr Fahrur Assegaf, please?

Secretary : Who's speaking, please?

Caller : This is Apryan Siregar of Horasindo Oil Company.

Secretary : I beg your pardon, Sir.

Could you spell your first name, please?

Caller : Alfa-Papa-Romeo-Yankee-Alfa-November. That's APRYAN.

Secretary : Thank you, Mr Apryan Siregar. Just a moment, please.

Caller : All right.

Secretary : I'm sorry, Sir.

Mr Assegaf is in a meeting with the Board now.

Caller : That's OK! He is the Headboard. Can I leave a message?

Secretary : With pleasure, Sir.

Caller : Please tell him to call me back at 1 p.m. today.

Secretary : Right, Sir. Could I have your phone number, please?
 Caller : Sure. +62-817-410-4496. Have you got that?
 Secretary : Yes, Sir. +62-817-410-4496. Anything else, Sir?
 Caller : Is Mr Rahmat, his assistant, in?
 Secretary : I'm sorry, Sir. He is attending a seminar in Ogan Hotel.
 Could I take your message, Sir?
 Caller : Emm...please tell him that I'll come
 to see him at 9 tomorrow morning.
 Secretary : Right, Sir. I'll give your message.
 Caller : OK. Thank you for your help.
 Goodbye.
 Secretary : You're welcome, Sir. Goodbye.

Vocabulary:

board (*kb*) : Dewan Direksi
 headboard (*kb*) : Pimpinan Dewan Direksi
 attend (*kkt*) : menghadiri
 Picture 3.4

Source: www.photosearch.com

□□□□□□

□□□□ □

□□□□□□

Effective Communication | *Unit 3* □□

Answer the following questions. Number one has been done as an example.

1. Who is the caller? (The caller is Mr Apryan Siregar.)
2. Whom does he want to speak to?
3. What does the secretary say to know who is calling?
4. What does she say to clarify the caller's name?
5. How does the caller spell his name?
6. What does he say when he wants to leave a message?
7. What does the caller want Mr Assegaf to do?
8. What is his message to Mr Rahmat?
9. What does the secretary say to know the caller's phone number?
10. What does she say to end the conversation?

Complete the notes based on the dialogue in Task 8.

A)

B)

Telephone Message

From : _____ Day/Date: Monday/21- 4 - 2008

To : _____ Time : 9.30 a.m.

Message:

Taken by _____

Telephone Message

From : _____ Day/Date: Monday/21- 4 - 2008

To : _____ Time : 9.30 a.m.

Message:

Taken by _____

□□□□□□

□□ *Could I Take Your Message, Please?*

Rearrange the sentences below to make a good conversation. Then, act it out with your partner.

A B

1. Who's calling, please? a. Yes, please.
2. Hold on, please. I'll see if he's in his room.
- b. Fajar Harun of Nusantara Company.
3. I'm sorry, Sir. Mr Febryan is in a meeting with the Vice Director. I'm afraid, I can't put you through.
- c. Well, it's alright. Could you tell him that I want him to contact me as soon as possible?
4. Right, Sir. I'll give your message to him.
- d. Good Morning. Could you put me through to Mr Ari Febryan?
5. Good morning. Cendana Company. Can I help you?
- e. Thank you for helping. Goodbye.
6. With pleasure, Sir. May I have your number, please?
- f. Sure. +62 – 031 – 345 – 678. Don't forget to tell him.

□□□□□□□

PRONUNCIATION NOTE

Phone and fax numbers

English speakers normally group the number in three not in two as is common elsewhere.

e.g. 914 306 – spelt: *nine-one-four, three-oh-six* **not** *nine-one, four-three, oh-six*

6669 4496 – spelt: *double six-six-nine, double four-nine-six*

not *triple six-nine, four-four-nine-six*

In spelling names, commonly English speakers use the international telephone or aviation alphabets.

e.g. You spell Apriyan: Alfa-Papa-Romeo-Yankee-Alfa-November

International Telephone and Aviation Alphabets

A Alfa
B Bravo
C Charlie
D Delta
E Echo
F Foxtrot
G Golf
H Hotel
I India
J Juliet
K Kilo
L Lima
M Mike
N November
O Oscar
P Papa
Q Quebec
R Romeo
S Sierra
T Tango
U Uniform
V Victor
W Whiskey
X X-Ray
Y Yankee
Z Zulu

Source: Mascull, 2002:110

Let's play a spelling game. Take turns with your partners to raise some words

to be guessed.

Example:

You ask your friend to guess your word.

You : Guess this word 'Lima – Oscar – Victor – Echo'.

Your friend : That's LOVE!

Now, spell this word 'EIGHT'.

You : It's easy! It will be 'Echo-India-Golf-Hotel-Tango'.

Your friend : Great!

Now, play it with your classmates.

Work in pairs. Take turns to ask and answer with your classmate. Use the

following model.

Student A Student B

□□□□□□□

Picture 3.5

Source: www.FXstyle.com

□□□□□□□

Say that you agree to take
a message.

Tell that you want his/her
boss to call you later.

Ask his/her name and his/her phone
number.

Tell your name and phone
number.

Greet student B. State your company.

Ask whether you can help him/her. Greet Student A. State that
you want to speak to his/her
boss.

Tell him/her that your boss is not in.

Ask Student A whether you
can leave a message.

□□ *Could I Take Your Message, Please?*

Make calls using the information provided. Take turns with your partner to

play Person A or B. Play one of the situations in front of the class.

1. A: Call Gama Techno. You need to speak to Mr Naruto Razimoto. If he is
not there, leave

a message. Use your own name and number.

B: You work for Gama Techno. Mr Razimoto's line is engaged at the moment.

Ask the

caller to hold on or call again later. Offer the caller to leave a message. Take the caller's name and phone number.

2. A: Call Ancient Gallery. You need to speak to the Marketing Manager. If she/he is not there, leave a message that your company wants the price list and the latest catalogue of Ancient Gallery.

B: You work for the Ancient Gallery. Ask the caller to wait. You need to check if your

Manager is available. Then, you find out that he has just gone out of the office. Offer the

caller to leave a message. Tell the caller that you will give his/her message.

Now, based on your friends' dialogue, write down the messages on the notes below.

Telephone Message

From : _____ Day/Date : _____

To : _____ Time : _____

Message:

Taken by

□□

Please, tell the director, he is expected at Cendrawasih Hotel
t t9

Could I take your message, please?

Picture 3.7

Source: www.webimage.com

Picture 3.6

Source: www.123rf.com

□□□□□□□□

□□□□□□□□

Effective Communication | Unit 3 □□

Listen to your teacher pronouncing the words below and repeat after him/her. Then, find the meanings of the words in your dictionary.

WORDS MEANINGS

conduct [□□□□□□□□] (kkt)

contact □□□□□□□□□□ (kkt)

errand □□□□□□□□ (kb)
leisure □□□□□□□□(kb)
respond □□□□□□□□□□(kkt)
response □□□□□□□□□□ (kb)

...
...
...
...
...
...

Read the article and answer the questions.

How to Keep Phone Calls Short

Telephoning is one of the methods by which people are most likely to speak. Unfortunately, we do not always have much time to spend on the phone. However, what can we do to face “a long-winded talker” – a person who makes us impossible to say goodbye?

Here is some advice we may try to overcome such a problem.

First, we should never ask questions like “What’s new?” They give the impression that we have time to chat. After “Hello,” we ought to get right to the significant part of the call. We should offer brief responses without prodding for further information.

□□□□□□□□□□□□□□□□□□□□□□□□

Picture 3.8

Source: www.photosearch.com

□□

□□□□□□□□

□□□□□□□□

Telephone Message

From : _____ Day/Date : _____

To : _____ Time : _____

Message:

Taken by

□□ *Could I Take Your Message, Please?*

Then, we should time our call intelligently. It is important to set a time limit.

Start with, “Hi,

I’ve only got a few minutes, but I wanted to talk to you about...” or “Sorry, I’d love to talk more, but I

only have a couple of minutes before I have to run errands.”

Further, as soon as we finish conducting business, interrupt when the caller pauses – or in

mid-sentence if necessary – and indicate we have another call coming in which we need to take.

Then, offer a pleasantry saying, “Thanks for sharing the information with me”; “I appreciate your

letting me know”; “It has been great talking with you”.

Otherwise, we might offer another means of communication for a future contact, such as “If there’s something else you need, please call my secretary/fax me a note/send me an email.” The caller will feel he is well-informed about our preferred communication method, leaving us to respond at our leisure. Finally, end the conversation. However, it is going to be a wise alternative to use an answering machine or a voicemail box to screen the calls rather than avoid the phone completely.

Source: http://www.ehow.com/how_to_end_business-telephone-conversation-longwinded-talker.html

Answer the following questions. One has been done as an example.

1. Based on the article, what is the first thing we do to keep the conversation short on the phone? First, we should never ask questions like “What’s new?”
2. Why should we never ask questions like “What’s new?”
3. What is the better thing to do after saying “Hello”?
4. Why do we have to set a time limit?
5. Mention some expressions in the article that indicate a time limit.
6. When may we interrupt the callers’ talk?
7. What does the writer mean by “a long-winded talker”?
8. What might we say to offer the future contact to the caller?
9. What is meant by “well-informed”?
10. What advice do you find in the article?

Read the article again and study these expressions. Give a check (✓) on the

expression you can say to keep phone calls short.

1. _____ Hi. How’s life?
2. _____ Sorry, I have to be off now. There is another call waiting.
3. _____ It’s OK! I’m free right now.
4. _____ I’ve got to go now. See you.
5. _____ I’m sorry to call you at the rush hour, but I have just one question.
6. _____ I’d like to talk to you longer, but I’m pressed for time.
7. _____ So, what else can I do for you?
8. _____ I only have three minutes before the train leaves.
9. _____ I’m glad you call. I need a friend to talk to.
10. _____ Thanks for the information, but I have to leave right now.

Picture 3.9

Source: www.webimage.com

□□□□□□□□

Effective Communication | Unit 3 □□

Work in pairs. Take turns to ask and answer the following questions with your partner. Write down your partners' answer on your note. Then, compare your partners' answers with yours.

Questions

1. Have you ever been called by a long-winded talker?
2. What do you usually do to keep the conversation short on the phone?
3. Which advice in the article have you ever practised in your calls?
4. Which advice do you think works best for you?
5. What else can you do to keep phone calls short?

In pairs, rearrange the jumbled sentences in paragraph 1 into a good paragraph.

When you start to make a call, you should introduce yourself right away. Have a good idea of what you are going to talk about and make notes if necessary.

Right after that, you'd better identify yourself and your affiliation, before asking for the person to whom you would like to speak.

Then, you should say a greeting.

First of all, you ought to prepare for the phone call before you make it.

Further, you should exercise patience on the phone and let other people finish their

sentence. Speak clearly so you are not misunderstood. Never eat, drink, or chew gum while on the

phone doing business. You should make sure that your first contact with your potential client

and/or customer is done well.

Finally, in a business call, you always have to stop whatever else you are doing, be

upbeat, and speak clearly into the receiver.

Source: <http://www.pasadenaisd.org/rayburn/Clubs/BPA/contest/Telephone%20Manners.htm>

□□□□□□□

□□□□□□□

DID YOU KNOW

TIPS ON MAKING CALLS?

Yes, I have. I was sick of it. Then, I made the call shorter. I said "Sorry, I have to take another call coming. See you! "

What are they talking about?

Have you ever been called
by a long-winded talker?

Picture 3.10

Source: www.webimage.com

□□ *Could I Take Your Message, Please?*

Work in pairs. Take turns to ask and answer the following questions with

your partner without reading the article again. Write down the answers on

your note. Then, check whether they are correct or not.

1. What should you do before making a phone call?
2. What should you do when you start to make a call?
3. What should you better do before asking for the person to whom you would like to speak?
4. What should you never do while on the phone doing business?
5. What should you always do while speaking into the receiver?

Study the expressions below.

Should and **ought to** have the same meaning: they express advisability.

e.g. a) You *should* say a greeting.

You *ought to* say a greeting.

b) You *should* speak clearly into the receiver.

You *ought to* speak clearly into the receiver

Ought to is often pronounced “**otta**” in informal speaking

e.g. You have a test tomorrow, you *ought to* (“**otta**”) study tonight.

In meaning, **had better** is close to should/ought to but **had better** is usually stronger or even implies a warning or a threat.

It has a present or future meaning.

It is more common in speaking than writing.

e.g. You *had better* identify yourself and your affiliation, before asking for the person to whom you would like to speak.

Here are some examples of expressions used in asking for and giving advice.

Asking for advice *Do you think I should/ought to sell it?*

What should I...?

What would you advise me to do?

Can/could you give me some advice on/about....

What would you do (in my position)?

e.g. Your mobile phone needs a new LCD. You are not sure whether it might be better to sell it and buy a new one. You ask the phone technician.

Extremely formal

e.g. At your monthly departmental meeting, you want some advice from your boss.

Well, I would appreciate your advice on how to deal with our new project.

Could I ask for your/some advice on/about ...?

What course of action would you recommend ...?

Giving advice *I think you should/ought to*

You'd better

Why don't you

If I were you, I'd think twice about/before

It's up to you but I wouldn't ...

□□□□□□□□

□□□□□□□□

Effective Communication | Unit 3 □□

Work in groups of four.

Take turns to ask for and give advice in the following situations.

1. In a formal meeting, you want your boss advice about a financial problem of purchasing a new machine.
2. Your friend is arriving at the airport this evening. You are supposed to fetch him, but you have forgotten what time his plane arrives.
3. Imagine you are in a camping area. You cannot sleep because your tent-mate snores.
4. You need to improve your English.
5. You have the hiccups.

Study the text messages below. Write down them out in full forms.

Number 1 has been done for you.

1. L8 4 MTG. CU @10

I am late for the meeting. I will see you at 10.

2. CU @STN KINGS 76, @7. HOPE U R OK. LU & MU.

3. PLS SND PIX OF UR HTL RM B4 2MORROW. THNX.

4. CN U TELL ME TM OF NXT MTG ASAP? TQ

5. IF U CNT CM 2 THE HTL, LET ME KNW ASAP. TQVM.

6. UR REPORTS R XLNT.CU L8R.

TEXT-MESSAGING GLOSSARY

2

2day

2morrow

2nite

4

ASAP

B4

BFN

BTW

CU

CM

CN

CNT

to

today

tomorrow

tonight

for

as soon as

possible

before

bye for now

by the way

see you

come

can

can't

KNW

L8

L8R

LU

MSG

MTG

MU

NXT
OK
PCM
PIX
PLS
R
know
late
later
love you
message
meeting
miss you
next
okey
please call
me
pictures
please
are
SND
STN
THNX
TM
TOA
TOD
TQ
TQVM
WT4
WNT2
XLNT
send
station
thanks
time
time of
arrival
time of
departure
thank you
thank you
very much
wait for

☐ ☐ *Could I Take Your Message, Please?*

Write messages to your classmates using text-messaging symbols.

turns with your classmates to try to read the messages. Tell the messages to the class. Who gets most messages?

Make calls using the information provided. Play one of the situations in front of the class.

1. Each student tries to lead the telephone conversation on a different topic.

who do most excellently and/or the students who have the topic they spend most time

2. One student tries to make the telephone conversation as short as possible and the other

To : _____

From :

Great! I'm glad you call. So, what's new?

Hi, Lisa.

How's life?

Source: www.webimage.com

□ □ □ □ □ □ □

Match the words and expressions in column A with their similar meanings in column B.

A B

1. The line is busy.
2. Would you hold, please?
3. I'll put you through.
4. A code.
5. An extension number.
6. Who's calling, please?
7. Hold on, please.
8. This is Anna Burns.
9. Go ahead.
10. Anything else, Sir?
- a. I'll connect you.
- b. The line is engaged.
- c. One moment, please.
- d. An office number.
- e. Could I have your name, please?
- f. I'm ready.
- g. A country or area number.
- h. Is that all, Sir?
- i. Could you wait, please?
- j. Anna Burns' speaking.

Suppose you are on the phone. What do you say in these situations?

1. You want to know who the caller is.
You say, "Who's speaking, please?"
2. You want the caller to know that you are ready to help.

3. You want the caller to wait for a minute.

4. You want to get the caller's number.

5. The caller wants to speak to your manager but he is not in.

6. You want the caller to leave a message.

7. You want to start a short conversation on the phone.

8. You want to interrupt the caller's pause.

9. You offer the caller for the future contact.

10. You want to end the phone call.

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□□ *Could I Take Your Message, Please?*

Find two texts about how to develop a good communication in a professional context. Write down expressions of asking for and giving advice you find in your texts. Then, compare your note with your classmates' before reporting it to the class.

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (□) in the right column below to indicate how much you have learnt.

ASPECTS VERY MUCH MUCH LITTLE

Making a call

Receiving a call

Leaving a message through a phone call

Taking a message of a phone call

Asking for advice

Giving advice

Vocabulary

In this unit, you have learnt how to make and receive a call, how to spell the aviation alphabet, how to keep phone calls short, how to ask for and give advice in a professional context.

Key Points

1. How to make a call

Greetings (Good morning/afternoon/evening).

I'm ...(your name) from ...(your company's name)

May I speak to ..., please? I'm calling about ...(your purpose)

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Effective Communication | Unit 3 □□

2. How to receive a call

Greetings (Good morning/afternoon/evening) + name of your company.

May I help you? Can I help you?

Who's speaking, please? Who's calling, please?

3. How to spell letters in the aviation alphabet

A Alfa
B Bravo
C Charlie
D Delta
E Echo
F Foxtrot
G Golf
H Hotel
I India
J Juliet
K Kilo
L Lima
M Mike
N November
O Oscar
P Papa
Q Quebec
R Romeo
S Sierra
T Tango
U Uniform
V Victor
W Whiskey
X X-Ray
Y Yankee
Z Zulu

4. How to keep conversation short on the phone

First, we should never ask questions like "what's new?"

After saying "hello", get right to the significant part of the call.

Set a time limit.

Interrupt when the caller pauses and indicate that you have another call coming.

Offer another means of communication for future contact.

End the conversation.

5. Advisability: *should, ought to, had better*

Should = ought to

Had better is stronger and more common in speaking than writing.

6. Asking for and giving advice

Asking for advice *What should I ...?*

What would you advise me to do?

Can/could you give me some advice on/about....

Extremely formal *Well, I would appreciate your advice on*

Could I ask for your/some advice on/about ...?

What course of action would you recommend ...?

Giving advice *I think you should/ought to*

Why don't you

If I were you, I'd think twice about/before

□□ *Could I Take Your Message, Please?*

□□□□□□□□□□□□□□□□

advice □□□□□□□□ (kb) : saran/nasehat

attend □□□□□□□□ (kkt) : menghadiri

board □□□□□□ (kb) : Dewan Direksi

call □□□□□□ (kb) : panggilan/telepon

call □□□□□□ (kkt) : memanggil/menelpon

chat □□□□□□ (kki) : mengobrol

company □□□□□□□□□□ (kb) : perusahaan

conduct □□□□□□□□□□ (kkt) : melakukan/mengadakan

contact □□□□□□□□□□ (kkt) : menghubungi

corporation □□□□□□□□□□□□ (kb) : perusahaan

engaged □□□□□□□□□□□□ (ks) : sibuk

errand □□□□□□□□□□ (kb) : pekerjaan kantor/rumah

exclaim □□□□□□□□□□□□ (kki) : berseru

headboard □□□□□□□□□□□□ (kb) : Pimpinan Dewan Direksi

leisure time □□□□□□□□□□□□□□ (kb) : waktu luang

line □□□□□□□□ (kb) : saluran

message □□□□□□□□□□ (kb) : pesan

mouthpiece □□□□□□□□□□□□ (kb) : bagian telepon yang diletakkan di dekat mulut

overcome □□□□□□□□□□□□ (kkt) : menyelesaikan (masalah)

receiver □□□□□□□□□□□□ (kb) : orang yang menerima panggilan/penerima telepon

receiver □□□□□□□□□□□□ (kb) : bagian telepon yang diletakkan di dekat telinga

respond □□□□□□□□□□□□ (kkt) : merespon / menanggapi

response □□□□□□□□□□□□ (kb) : respon / tanggapan

typewriter □□□□□□□□□□□□ (kb) : mesin ketik

Effective Communication | Unit 4 □□

Answer the questions based on your experience.

1. Have you ever received a guest at your house?
2. Do you ask him/her to have a seat?
3. Do you offer something to drink?
4. What do you say when you offer a cup of tea or coffee?
5. What do you say when he/she wants to meet your parents

but they are not at home?

Listen to your teacher pronouncing the words below and repeat after him/her

with a good pronunciation. Then, find their meanings in your dictionary.

WORDS MEANINGS

appointment □□□□□□□□□□□□□□ (kb)

contact □□□□□□□□□□ (kkt)

great □□□□□□□□ (ks)

greet □□□□□□□□ (kkt)

guess □□□□□□ (kki)

guest □□□□□□ (kb)

offer □□□□□□□□ (kkt)

over □□□□□□□□ (kk)

provide □□□□□□□□□□ (kkt)

serve □□□□□□□□ (kkt)

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I'D LIKE TO SEE THE MANAGER UNIT

4

Picture 4.1

Source: www.FXstyle.com

When you have to welcome and serve guests, what do you do? What if they cannot meet the

person they want to meet and want to leave a message? Do you know how to do them very well? Learn them in this unit.

☐ ☐ *I'd Like to See the Manager.*

You will listen to a report. After listening to it, answer the following questions.

The listening script is in the appendix. Number one is done as an example.

1. Does Mr Siregar want to meet Fitri?
(No, he doesn't. He wants to meet Mr Assegaf.)
2. Does he have an appointment with Mr Assegaf?
3. Does Fitri let Mr Siregar keep standing?
4. Does she offer something to drink to Mr Siregar?
5. Is Mr Assegaf in his room?

Listen to the report again and answer the questions below.

1. Who is the guest?
2. Whom does the guest want to meet?
3. What time is the appointment?
4. What does Fitri say to greet the guest?
5. What does she say to ask the guest to sit?

Study the following expressions.

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

There are some particular expressions usually used in handling guests. Here are some of them.

In an office

Greetings (Good morning/afternoon/evening).

What can I do for you, Sir/Ma'am?

Could I take your name, please?

Just a moment, please. I'll see if Mr./Mrs....is free/available?

Have a seat, please.

Would you like something to drink?

I'm sorry, Sir/Ma'am. Mr/Mrs...is not in.

Would you like to leave a message?

In a hotel

Welcome to our hotel.

Hope you enjoy your stay.

Have a nice rest, Sir/Ma'am.

Would you like some help with your luggage?

Here is your key.

Please, check your bill.

☐ ☐ ☐ ☐ ☐

In pairs, study the dialogue and answer the questions. Then, act it out.

IN AN OFFICE

Mr Fahrur Regan wants to meet Mr Aji Pratama but he has no appointment.

However, at

first, he proposes his aim to the secretary.

Secretary: Good morning, Sir. May I help you?

Mr Regan: Good morning. I'd like to meet Mr Pratama.

Secretary: Have you made an appointment before?

Mr Regan: No. I haven't. I've just arrived back from Sweden this morning.

Could you check if he is free?

Secretary: Yes, Sir. Please have a seat first, Sir.

(Then, the secretary calls Mr Pratama).

Secretary : Excuse me, Sir. Mr Regan is in my room now. He is expecting to meet you.

Mr Pratama: Please tell him, I'll be free at 12.30.

I'm having a meeting with the Headboard right now.

Secretary : All right, Sir.

(Then, the secretary speaks to Mr Regan).

Secretary : I'm sorry, Sir. Mr Pratama is having a meeting with the Headboard right now.

He told me that he would be free at about 12.30.

Would you like to leave a message, Sir?

Mr Regan : Uhm...Please tell him I'll be back and meet him today at 12.30.

Secretary : All right, Sir. I'll give him your message.

Mr Regan : Thank you.

Secretary : You're welcome.

In a restaurant

Welcome to our restaurant.

May I take your order, please?

Are you ready to order, Sir/Ma'am?

Can I take your coat, Sir/Ma'am?

Hope you enjoy the food.

In a shop

Can I help you?

May I help you?

Which one fixes you?

Which one do you like?

Picture 4.2

Source: www.photosearch.com

Vocabulary

headboard (*kb*) = pimpinan dewan direksi

aim (*kb*) = tujuan; maksud

□□□□ □

□□ *I'd Like to See the Manager.*

Now, answer these questions. Number one has been done for you as an example.

1. Who is the guest? (He is Mr Fahrur Regan.)
2. Whom does the guest want to meet?
3. Does he have an appointment?
4. What does the secretary do to handle the guest?
5. Does Mr Pratama meet the guest immediately? Why?
6. What does Mr Pratama want his secretary to tell the guest?
7. What does the secretary say to take the guest's message?

Study the expressions below.

How to Take a Message through Direct Interaction

Do you remember how the secretary takes a message from the guest? It is quite similar to when you have formal phone calls. Here are some expressions to take a message through direct interaction.

Guests Secretary/front officer Responses

∞ Could I leave a message?

∞ Would you like to leave a message?

∞ Yes, Sir/Ma'am.

∞ With pleasure, Sir/Ma'am.

∞ All right, Sir/Ma'am.

∞ I'll give him/her your message.

We are generally quite formal when we are welcoming visitors to a company,

so you would never hear any of the following conversations. Act out the conversations with your partner using the formal language. Look at number

1 as the example.

□□□□ □

Picture 4.3

Source: www.FXstyle.com

□□□□ □

Effective Communication | Unit 4 □□

Example: NON-FORMAL FORMAL

1. Guest : I want to see Mr Aji Pratama : I'd like to see Mr Aji Pratama,
Receptionist : Tell me your name. : Could you tell me your name, please?

Guest : Fahrur Regan. Tell him I'm in a hurry.

: I'm Fahrur Regan.

Please, tell him I'm in a hurry.

: I'm sorry, Sir. He's busy right now.

Would you like to take a seat and wait, please?

Receptionist : He's busy. Sit down there and wait.

2. Receptionist : Sign the visitor's book.

Guest : OK. Give me your pen.

Receptionist : All right. Coffee?

Guest : I don't drink coffee. I want tea.

3. Receptionist : I can help you.

Guest : Good. Apryan Siregar from Horasindo

Oil Company wants to meet

Mr Assegaf.

Receptionist : Sit down there. I'll check if he's free.

Guest : OK.

Receptionist : He's busy until lunch. Any message?

Guest : Tell him I'll be back after lunch.

Receptionist : OK.

In pairs, match the expressions in column Hotel Receptionist and column

Guest in order to make a good dialogue. Then, act it out with your partner.

IN A HOTEL

Picture 4.4

Source: www.123rf.com

□□□□ □

a single bed = a bed for one person

a double bed = a bed for two persons

check in = register in a hotel

check out = leave the hotel

DID YOU KNOW?

□□ *I'd Like to See the Manager.*

HOTEL RECEPTIONIST GUEST

What can I do for you, Sir? a. M-E-L-S-O-N, MELSON. S-A-N-T-O-S-O

Let me see, Sir. OK. We still have two standard rooms - double bed.

b. Is there any room for reservation?

Is it a family, Sir? c. In a few minutes.

My suggestion is one standard room - double bed and an extra bed.

d. You're welcome.

Do you need any other things, Sir? e. Melson Santoso

When will you check in? f. Yes, of course.

All right, Sir. The room will be ready soon. By the way, could I have your name, please?

g. No, thanks.

I beg your pardon. Could you spell it, please? h. Fine. We need a room for three persons.

I've got it. Thank you very much, Sir. i. That's a good idea. I get it.

In pairs, take turns to ask and answer with your classmates following the

plan below.

Student A

Hotel Receptionist

Student B

Guest

□□□□ □□

Greet the receptionist. Ask whether there is any room for reservation. Tell that you need one room.

Say your agreement to complete the reservation form. Give the reservation form to the receptionist.

Tell the guest to write down his/her identity and interest on the reservation form.

Give the room key to the guest.

Ask whether he/she needs anything else.

Tell the receptionist that will be all for now.

Tell the guest that he/she gets what he/she needs. Ask the guest's name.

Greet the guest. Ask whether you can help him/her.

Tell your name and spell it.

Tell that you hope the guest enjoy his/her stay. Say your gratitude to the receptionist.

Effective Communication | Unit 4 □□

In pairs, rearrange these jumbled expressions into a good conversation.

Then, act it out with your partner.

IN A RESTAURANT

1. Waiter : Would you like anything to drink?
2. Customer : Yes. I'd like a hamburger and a large order of chips, please.
3. Waiter : Yes, Sir. And would you like anything else?
4. Customer : Yes, I'll have a mixed fruit salad.
5. Waiter : All right. What would you like for dessert?
6. Customer : Yes. I'd like a large fresh coke, please.
7. Waiter : May I take your order, please?
8. Customer : No, thank you. That's all.

Study the explanation below.

Picture 4.5

Source: www.clikart.com

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□□□□ □□

Modal verbs *would* and *will* for requests

What would you like to eat? I'd like a hamburger.

I'll have a fried chicken and rice.

Contractions:

I will = I'll

I would = I'd

What would you like to drink? I'd like a large fresh coke.

I'll have coffee.

Would you like anything else? Yes, please. I'd like some water.

No, thank you. That's all.

People commonly use French expression

"Bon appetite!" [bo□ apêtit] at meals. It's

similar to the Indonesian expression:

"Selamat makan".

Source: www.pasadena.org

DID YOU KNOW?

Picture 4.6

Source: www.webimage.com

□□ I'd Like to See the Manager.

Complete the conversation with expressions using "would" or "will".

Use

your own words. Compare your answer with your classmates'. Then, find a

partner to act the conversation out.

Waiter : What (1) would you like to order, Sir?

Customer: I (2) _____ chicken-Kare, baked *Petai* and *Semur Jengkol*.

Waiter : (3) _____ you like rice, corn, or cassava?

Customer: Rice, please.

Waiter : What kind of rice (4) _____? White rice, red rice, yellow rice, or fried rice?

Customer: (5) _____ red rice, please.
 Waiter : All right. And what (6) _____ to drink?
 Customer: I guess I (7) _____ a glass of ginger coffee.
 Waiter : Yes. And what (8) _____ for dessert?
 Customer: Yes, I (9) _____ fruit salad.
 Waiter : (10) _____ you like anything else?
 Customer: No, that (11) _____ be all for now, thanks.
 Waiter : OK. I'll bring yours right away.

Let's do a role play. Make simple dialogues based on the situations below.

Then, perform them with a partner.

1. Imagine you are a secretary and your friend is a guest named Mr Harun Yahya who has an appointment with Mr Zakaria at 10 a.m. However, Mr Zakaria has a meeting with the Vice Director from 9 to 10.15. He says to you as his secretary, "If Mr Harun Yahya comes, please tell him to wait for a moment." When the guest, Mr Harun Yahya, comes, you serve him well and tell him Mr Zakaria's messages.

2. Suppose you are a waiter/waitress and your friend is a customer who wants to order *Dendeng Balado*, *Rica-Rica* Chicken Soup, Lamb *Satai*, and yellow rice as the main menu. She/he wants a large fresh lemon juice as the beverage, some raw vegetables salad and fruit salad as the dessert.

Study the words below before you read the text entitled "Business Etiquette

in Europe". Then, find the meanings of the words based on the context.

Use the dictionary if necessary.

WORDS MEANINGS

back-slap / □□□□□□□□ (kkt)
 costume / □□□□□□□□□□ (kb)
 custom / □□□□□□□□ (kb)
 etiquette / □□□□□□□□ (kb)

...

...

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Picture 4.7

Source: www.clikart.com

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exception / □□□□□□□□□□(kb)

gesture / □□□□□□□□□□(kb)

grasp / □□□□□□□□□□(kkt)

handshake / □□□□□□□□□□(kb)

offensive / □□□□□□□□□□(ks)

rude / □□□□□□ (ks)

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□□□□ □□ **Read the text carefully and answer the questions.**

BUSINESS ETIQUETTE IN EUROPE

Europe ranges from the cold northern countries of Norway and Sweden to the warm Mediterranean countries of Italy and Greece. Some customs and mores such as the way to shake hands, to mention names and titles, to open a conversation, to express gestures and the like vary as much as the topography, while others are shared across all of Europe.

However, as the standard business greeting gestures throughout Europe, handshake is usually exchanged before and after every meeting, no matter how many meetings you have already had. An exception is in Great Britain, where, as in the United

States, an initial handshake is often the only one you will receive.

European Handshakes are more formal and less casual than those in the United

States. A quick grasp and release is the norm. In most European countries, handshakes are

firm. An exception is France, where a lighter grasp is customary. Finally, it is customary to let

women and those in a higher rank to extend their hands first in Europe.

In addition, it is unusual for people in Europe to use first names immediately.

Wait

until he asks you to call him by his first name or uses a familiar form of address with you.

Titles, especially academic titles, are always used in Europe. In the United States, it is unusual for a *Professor* to be called *Doctor* or *Professor* outside the classroom, but in European countries, professors, along with lawyers, medical doctors, and others are introduced with their title(s). In many European countries, asking people what they do or asking them a personal question as an opening in a conversation is a serious mistake. Europeans are, for the most part, more formal and reserved about such matters than Americans are. It is important to watch out for these gesture-related mistakes. The American gesture for "OK" using a circle formed by forefinger and thumb is offensive in Germany. Showing your palm to someone is offensive in Greece. Keeping your hands in your pockets is rude. Back-slapping is out of place in northern Europe, and at last, having your hands below the table while dining in France, Germany, and Austria is rude. At last, we can see that each place has its own customs and mores. Then, we realize that it is very important to know customs and mores of other countries in order to avoid misunderstanding in culture and to build a good overseas business relationship since a good understanding in ones' cultures might smoothen the business flow and objective.

Source: <http://www.pasadenaisd.org/rayburn/Clubs/BPA/contest/europe.html>

Picture 4.7

Source: www.FXstyle.com

☐ ☐ *I'd Like to See the Manager.*

Questions

1. What are the standard business greeting gestures throughout Europe?
2. When do Europeans shake their hands with others in a meeting?
3. What is the difference between European and American handshakes?
4. What is customary handshake in Great Britain and France?
5. What is the difference in the use of titles between in Europe and in the United States?
6. What is the main idea of the last paragraph?

Write T if the statement is TRUE and F if the statement is FALSE. Give the

evidence of your answer. Compare your answer with your classmates'.

STATEMENTS T F EVIDENCE

Handshakes are not gestures, but symbols. F Handshakes are greeting gestures

(paragraph 1, line 1).

It is usual for people in Europe to use first names immediately.

...

In the United States, it is usual for a *Professor* to be called *Doctor* or *Professor* outside the classroom.

...

Asking people what they do or asking them a personal question as an opening in a conversation is a serious mistake.

...

Showing your palm to someone is friendly in Greece.

...

Keeping your hands in your pockets is rude. ...

Look at this picture below. Where is the setting, do you think?

What business etiquettes may the people in the picture do?

Write your interpretation of the business etiquettes of the people you see in

the picture. Then, compare it with your classmates'.

Picture 4.8

Source: www.FXstyle.com

□□□□ □□

□□□□ □□

Effective Communication | Unit 4 □□

Read this letter carefully and answer the questions that follow.

Now, answer these questions. Number one has been done for you.

1. Who sends the letter? (Allan McGonagall sends the letter.)

2. Whom is the letter written to?

3. What does the sender request?

4. How long is the sender going to stay?

5. What time will he check in?

6. What is the letter about?

□□□□ □□

STARS ROAD INTERNATIONAL, Ltd.

3284A, Sky Light Avenue

Melbourne

Front Office Manager,

Siguntang Hotel

17 Musi Street, Palembang

Last name : _____

Sex : ☐ Male ☐ Female

Passport number :

Nationality : _____

Address : _____

Phone : _____

Check in date : _____

Check out date :

Special request : _____

Room type : _____

Payment : ☐ Credit ☐ Cash

Signature, Date

Effective Communication | *Unit 4* □□

4. Well, if you need a formal batik blouse, perhaps you may take Solo or Jogja Batiks.

d. OK. Thank you for your help.

5. All right, Ma'am. I'll wrap it up for you. And you may pay the bill at the cashier.

e. Oh, they look nice. Are they from Central Java?

6. You're welcome. f. How about Cirebon Batik?

7. Solo and Jogja Batiks are around Rp125,000 – Rp500,000. Pekalongan batik is around Rp95,000 – Rp300,000.

g. I just need one formal batik blouse and I don't have enough money to take one from each of them.

8. Some of them are from Solo, Jogja and Pekalongan. The rest are from Cirebon.

h. Emm...I don't know. I can't decide. I like them all.

9. So, why don't you take one from each of them?

—

□□□□ □□ **Study the expressions below.**

Stating Preferences

Stating preferences is a way to state or to express something preferably. It can also be

used to offer someone a choice politely. Take a look at the following expressions.

Offering (Asking for) a choice politely Stating preferences

a) Prefer ...

Which do you **prefer**, the polyester or the silk?

Which do you **prefer**, calling directly or sending a letter?

a) Prefer ... to....

I **prefer** the silk **to** the polyester.

I **prefer** calling directly **to** sending a letter.

b) Like...

Which one do you **like**, a smoking or nonsmoking area?

Which do you **like**, jogging or cycling?

b) Like...better than

I **like** a non-smoking area **better than** a smoking one.

I **like** cycling **better than** jogging.

c) Would rather ...

Would you **rather** have a fresh coke or an orange juice?

Would you **rather** live in a big city or visit it?

c) Would rather ... than....

I'd rather have an orange juice **than** (have) a fresh coke.

I'd rather visit a big city **than** live there.

☐ ☐ *I'd Like to See the Manager.*

Let's play the Market Game.

Rules of the game:

∞ Divide the class into two large groups.

∞ One group acts as sellers and the other acts as buyers.

∞ For the sellers: You want to sell these things. Write an appropriate price for each item.

∞ For buyers: Choose at least three items that you want to buy. Get the best price as you can. Be prepared to bargain.

Here is a model of conversation in a market. You may create your own.

Buyer : How much is the black coat?

Seller : It's only Rp 275,000.

Buyer : Wow! That's expensive!

Seller : Well, how about Rp 200,000.

Buyer : No. That's still too much. What about Rp 100,000?

Seller : You can have it for Rp 150,000.

Buyer : OK. That's reasonable.

Picture 4.9 Picture 4.10 Picture 4.11 Picture 4.12 Picture 4.13
Picture 4.14 Picture 4.15 Picture 4.16 Picture 4.17 Picture 4.18
Picture 4.19 Picture 4.20 Picture 4.21 Picture 4.22 Picture 4.23

Pictures source: www.clickart.com

□□□□ □□

Effective Communication | Unit 4 □□

Let's do a role play. Work in pairs. Make up simple dialogues based on these

situations. Then, perform them with your partner.

1. Suppose you are a hotel receptionist and your friend is a Japanese guest named Mr Ditsu

Tanaka who is going to have a vacation with his wife for a few days in Bali.

They want to

stay for three nights. Mr Ditsu Tanaka phones up the Kuta Beach Hotel and makes a

reservation. He would like to have a standard room double-bed with a

shower, tea and

coffee making facilities, overlooking the beach, and a private indoor car park.

As a

receptionist, tell him that he will get what he wants. He will be served well.

Yet, he should

pay the room rate for \$475 per night.

2. Suppose you are a shop assistant of an Indonesian traditional costumes gallery and your

friend is a foreign customer from India. She needs a fashionable but formal *Kebaya* to

attend a party. Express how you serve her well though you have a hard bargain with her.

Finally, she takes one of your gallery collections.

What do you say when you are in the following situations?

Example:

You are ready to help a guest.

You say, "What can I do for you, Sir?"

1. You want to know the guest's name.

2. You offer the guest a seat.

3. You offer the guest something to drink.

4. You want the guest to sign the visitor book.

5. You want the guest to wait while checking if your boss is free or not.

6. You want the guest to leave a message.

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□□□□ □□

□□ *I'd Like to See the Manager.*

7. Suppose you are a waiter/waitress. You ask a customer if s/he is ready to order.

8. You offer the special menu of your restaurant today.

9. You wish the customer to enjoy the food.

10. You wish the guest to enjoy his/her stay at your hotel.

Find two samples of reservation letters or forms of different restaurants or

hotels in your hometown. Find the similarity and the differences between the

letters or forms from those restaurants or hotels.

How much improvement have you made after learning English in this unit? Write down your

reflection in the space below. Put a tick (□) in the right column to indicate how much you

have learnt.

Aspects Very much Much Little

Welcoming or handling guests

Leaving a message through a direct interaction

Taking a message through a direct interaction

Using modal “would” and “will” for requests

Stating preferences

Vocabulary

□□□□□□□□□□□□□□□□

□□□□ □□

Effective Communication | *Unit 4* □□

In this unit, you have learnt how to welcome or serve guests, how to leave and take messages

through direct interactions, how to use modal *would* and *will* for requests and to state preferences.

Key Points

1. How to welcome or serve guests

a. in an office

☞ Good morning/ afternoon/ evening

☞ What can I do for you, Sir/Ma'am?

☞ Would you like to take a seat, please?

☞ Can I get you something to drink?.

☞ Just a moment, please.

I'll see if Mr/Mrs....is free/available?

☞ I'm sorry, Sir/Ma'am. Mr./Mrs...is not in

☞ Would you like to leave a message?

b. in a hotel

☞ Welcome to our hotel.

☞ Have a nice stay, Sir/Ma'am.

☞ Here is your key.

☞ Hope you enjoy your stay.

☞ Would you like some help with your luggage?

☞ Please, check your bill.

c. in a restaurant

☞ Welcome to our restaurant.

☞ Are you ready to order, Sir/Ma'am?

☞ May I take your order, please?

☞ Hope you enjoy the food.

d. in a department store counter

☞ Can I help you? ☞ Which one do you prefer?

☞ Which one fixes you? ☞ Which one do you like?

2. How to leave and take messages through direct interactions

☞ Could I leave a message? ☞ Could you take my message for Mr/Mrs...?

☞ Would you like to leave a message? ☞ Could I take your message for Mr/Mrs...?

3. How to use modal auxiliaries *would* and *will* for requests

☞ What would you like to eat? I'd like a hamburger.

I'll have a fried chicken and rice.

☞ What would you like to drink? I'd like a large fresh coke.

I'll have coffee.

☞ Would you like anything else? Yes, please. I'd like some water.

No, thank you. That will be all.

□□□□□□□□□□□□□□□□

□□ *I'd Like to See the Manager.*

4. How to state preferences

Offering (Asking for) a choice politely Stating preferences

a) **Prefer ...**

Which do you **prefer**, the polyester or the silk?

Which do you **prefer**, singing or dancing?

a) **Prefer ... to....**

I **prefer** the silk **to** the polyester.

I **prefer** singing **to** dancing.

b) **Like...**

Which do you **like**, red or green apples?

Which do you **like**, jogging or cycling?

b) **Like...better than**

I **like** red apples **better than** green apples.

I **like** cycling **better than** jogging.

c) **Would rather ...**

Would you **rather** have a mango or an orange?

Would you **rather** live in a big city or visit it?

c) **Would rather ... than....**

I'd rather have an orange **than** (have) a mango.

I'd rather visit a big city **than** live there.

appointment □□□□□□□□□□ (kb) : janji (untuk bertemu)

attend □□□□□□□ (kkt) : menghadiri

back-slap □□□□□□□□□□ (kk) : menepuk punggung

board □□□□□□□ (kb) : dewan direksi

check in □□□□□□□□□□ (kkt) : registrasi di hotel

check out □□□□□□□□□□ (kkt) : administrasi keluar hotel

contact □□□□□□□□□□ (kkt) : menghubungi

costume □□□□□□□□□□ (kb) : kostum

custom □□□□□□□□□□ (kb) : adat-istiadat

double-bed □□□□□□□□□□ (kb) : tempat tidur untuk dua orang

etiquette □□□□□□□□□□ (kb) : etiket

exception □□□□□□□□□□ (kb) : perkecualian

gesture □□□□□□□□□□ (kb) : bahasa isyarat (tubuh)

grasp □□□□□□□□□□ (kkt) : menggenggam

great □□□□□□□ (ks) : besar, hebat

greet □□□□□□□ (kkt) : menyapa

guess □□□□□□□ (kkt) : menduga

guest □□□□□□□ (kb) : tamu

handshake □□□□□□□□□□ (kb) : jabat tangan

headboard □□□□□□□□□□ (kb) : pimpinan dewan direksi
 offensive □□□□□□□□□□ (ks) : kasar
 offer □□□□□□ (kkt) : menawarkan
 over □□□□□□□□ (kk) : di atas
 rude □□□□□□□□ (ks) : kasar, tidak sopan
 serve □□□□□□ (kkt) : melayani
 single-bed □□□□□□□□□□□□□□ (kb) : tempat tidur untuk satu orang
 □□□□□□□□□□□□ □□□□

Effective Communication | Unit 5 □□

In small groups, answer the questions based on your experience.

1. Have you ever sent a short message?
2. Whom did you send it to?
3. What did you tell him/her?
4. Do you know what a short message sent among company staff members is called?
5. As far as you know, what is such a short message usually about?

You will find the following words in your listening task section. Listen to your

teacher and repeat after him/her with a good pronunciation. Then, find their

meanings in your dictionary.

WORDS MEANINGS

attach □□□□□□□□ (kkt)
 attachment □□□□□□□□□□□□ (kb)
 document □□□□□□□□□□□□ (kb)
 email □□□□□□□□□□ (kb)
 emphasize □□□□□□□□□□□□ (kkt)
 expect □□□□□□□□□□□□ (kkt)
 forward □□□□□□□□□□□□ (kkt)
 memo □□□□□□□□□□ (kb)

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I HAVE TO SEND THIS FILE UNIT

5

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Picture 5.1

Source: www.123rf.com

□□□□□□

Have you ever sent a memo or an email? Do you know the etiquette in sending it?

Learn that and more in this unit.

□□ *I Have to Send this File*

project □□□□□□□□□□ (kb)

propose □□□□□□□□□□ (kkt)

purchase □□□□□□□□□□ (kb)

...

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...

You will listen to a dialogue between the operational manager and his secretary. You will also listen to a dialogue between Jaka and Sarah.

While

you are listening, complete the following memo and email based on the information you hear. The listening script is provided in the appendix.

MEMO

TO : _____

FROM : _____

DATE : January, 11th 2008

SUBJECT : _____

All the staff of the Operational and Financial Department are _____ to attend the

meeting at 1 p.m. on Monday, January 16th, 2008. It is going to notify the details of

the _____ financial plans. Make sure to come on time because there is no

apology for coming late.

1)

2)

□□□□□□

nisa_kmila@pustaka.com

jaka_jannaka@pustaka.com

ida_farida@pustaka.com

Nisa,

Thanks for your _____ asking for ways of proposing the office equipment purchase. Please find _____ a Word document with details of _____ plans for this. Please let me _____ if you can't read this _____. I also send

a carbon copy to Ida Farida on this. Looking forward to your reply.

Regards,

Jaka Jannaka

Effective Communication | Unit 5 □□

Work in pairs. Study the dialogue and answer the questions that follow. Then, act it out with your partner.

Fitri is Mr Apryan Siregar's secretary. She comes to Mr Siregar's room to ask for his

signature on some reports.

Fitri : Here are some reports to be signed, Sir.

Mr Siregar : Any call or message for me?

Fitri : No, Sir.

Mr Siregar : (While giving the reports which have been signed). Please send an email to Mr

Melson Santoso from the Ancient and Modern Art Gallery. Tell him that our company is interested in his designs. Ask him to attach us his latest designs and send a copy of them to Mrs Nisa Fauzi. Emphasize that we look forward to

his immediate reply.

Fitri : All right, Sir. Anything else, Sir?

Mr Siregar : Yes, Fitri. Write a memo to all our employees that there is a new policy. All the employees have to attend Friday Fresh at 7 sharp in our indoor hall. There will

be a direct disciplinary action from me to those who do not attend it without a good reason.

Fitri : Then, is it going to be a must, Sir?

Mr Siregar : Absolutely, yes. Most of our employees seldom have their self-exercise. I

intend to reduce the health insurance cost. And Friday Fresh is the starting point. All of us have to obey this policy.

Fitri : Including you, Sir?

Mr Siregar : Yes, of course. The leader must be a model.

Fitri : That's kind of you, Sir! When will it start, Sir?

Mr Siregar : Next Friday, at 7 sharp.

Fitri : Fine, Sir. I've got that. Anything else, Sir?

Mr Siregar : That's all for now, I think.

Fitri : All right, Sir. I'll do my work right now.

Mr Siregar : Thank you, Fitri.

Fitri : You're welcome, Sir.

Questions

1. What does Mr Siregar want Fitri to do related to Mr Santoso?
2. What does he want Mr Santoso to do?
3. What does his memo say to the employees?
4. When will the new policy be effective?
5. What is the reason for making the new policy?
6. Can you guess who Mr Siregar is?
7. What does Mr Siregar mean when he says:
 - a. *They have to attend the Friday Fresh at 7 sharp.*
 - b. *All of us have to obey this policy.*
 - c. *The leader must be a model.*

□□□□□□

□□ *I Have to Send this File*

In pairs, take turns to ask and answer with your classmate following the plan below.

A B

Study the following explanation.

□□□□□□

Must is stronger than *have to* and indicates urgency or stresses importance.

e.g.: They *have to* attend the Friday Fresh at 7 sharp.

The leader *must* be a model.

do not have to = lack of necessity

must not = prohibition

e.g.: She *doesn't have to* work overtime if she can finish her work now.

You *mustn't* tell anyone what I said.

□□□□□□

Greet B. Open up the conversation by asking what B's doing.

Greet A. Tell what you are doing.

Ask B whether you can help her/him.

Say you want B to compose an email for you to someone.

Ask A what you have to

compose.

State what you want the receiver of your email to do.

Ask A the email address of the one A wants you to send to.

Give the email address.

Ask if there is something else you can do for A.

Ask B to send a memo to the one who has to submit a report to you.

Ask whether the report should be in an attachment file or print

State that you need both.

Tell that you are ready to do what A wants you to do.

Say thank you to B.

Reply A and end the conversation.

Effective Communication | Unit 5 □□

Complete the sentences with expressions using 'must, must not, have to, do not have to'.

1. A: Ana has to leave for Jakarta tomorrow.

B: What time exactly _____?

2. A: Why are you in a hurry?

B: I have a meeting in five minutes. I _____ go now.

3. A: We haven't got much time.

B: We _____ hurry.

4. A: We've got plenty of time.

B: We _____ hurry.

5. You _____ forget to take your key with you.

6. In order to be a good salesclerk, you _____ be rude to a customer.

7. A person _____ become rich and famous in order to live a successful life.

8. A person _____ get married in order to lead a happy and fulfilling life.

9. A: Did you get up early this morning?

B: No. It's my day off, so I _____.

10. A: Tomy went to the police station.

B: Why did _____?

Study the road signs below. Choose the appropriate meanings for the signs.

1. The sign means ...

- a. you must turn left.
- b. you must turn right.
- c. you must not turn.
- 2. The sign means ...
- a. you don't have to stop.
- b. you must stop.
- c. you can't stop.
- 3. The sign means ...
- a. you must not overtake another car.
- b. you must overtake another car.
- c. you can overtake another car.

□□□□□□

□□□□□□

□□ *I Have to Send this File*

- 4. The sign means ...
- a. you must drive in the direction of the arrow.
- b. you must not drive in the direction of the arrow.
- c. you don't have to drive in the direction of the arrow.
- 5. The sign means ...
- a. you must not enter.
- b. you don't have to enter.
- c. you must enter.
- 6. The sign means ...
- a. you have to drive between 45 to 65 miles per hour.
- b. you must drive 70 miles per hour.
- c. you don't have to drive 70 miles per hour.
- 7. The sign means ...
- a. you must come to a complete stop.
- b. you must stop.
- c. you don't have to stop, but you slow down and prepare to stop if necessary.
- 8. The sign means ...
- a. you must drive 50 miles per hour.
- b. you must not drive faster than 50 miles per hour.
- c. you don't have to drive more than 50 miles per hour.

Let's do a role play. Make simple dialogues based on the following situations.

Use the expressions of necessity: "must, must not, have and don't have to".

Then, act them out with your partner.

- 1. You are the person in charge of making the report of all the letters that come in and come

out. Your friend as your manager asks you to submit the report of sent letters. However, one day you forgot to book one sent letter. Your manager warns you that it is important for you to book all the letters.

2. You want to take your own car away with you, but your brother reminds you that you haven't had a driver's license. He advises that it is important for you to have it first before driving your car alone. You agree with him and you say that you need to go to the police station to get your license.

ONE WAY

MAXIMUM SPEED 65

MINIMUM SPEED 45

YIELD

SPEED

LIMIT

50

□□□□□□

Effective Communication | Unit 5 □□

Listen to your teacher and repeat after him/her with good pronunciation. Then, get their meanings in your dictionary.

WORDS MEANINGS

memorandum □□□□□□□□□□□□ (kb)

record □□□□□□□□ (kb)

correspondence □□□□□□□□□□□□ (kb)

announcement □□□□□□□□□□□□ (kb)

report □□□□□□□□□□ (kb)

importance □□□□□□□□□□ (kb)

important □□□□□□□□□□□□ (ks)

disseminate □□□□□□□□□□□□ (kkt)

confidential □□□□□□□□□□□□ (ks)

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Read the text carefully and answer the questions.

Memo

Memorandum comes from the Latin word that refers to something to be remembered. It is commonly simplified as 'memo'. Its Latin meaning refers to the main function of the memo, that is, to note down the general important information immediately in the busy world of work.

Further, memos are functioned as written communication within companies. They are sent

up and down as the corporate ladder from managers to employees and employees to managers.

They allow a business or agency to communicate with itself in its day-to-day operations. They are

also functioned as written communication within units of in companies.

All memos are structured similarly. They have:

1. an addressee – flush left, in capital letters, near the top of the page;
2. the sender - flush left, in capital letters, immediately below the addressee;
3. date - flush Left, in capital letters, immediately below the sender; and
4. subject - flush left, in capital letters, immediately below the date.

Memos typically make announcements, discuss procedures, report on company activities,

and disseminate information to employees. They are informal and public. If you have something

confidential to communicate, do not write it in a memo.

Source:

<http://www.pasadenaisd.org/rayburn/Clubs/BPA/businesscorrespondence.html>

Now, answer these questions. Number one has been done as an example.

1. Where does the word “memorandum” come from?
(It comes from the Latin word).
2. What does the word “memorandum” refer to?
3. What is the main function of a “memo”?
4. Why is memo called as a “corporate ladder”?
5. Describe the structure of a memo.

□□□□□□□□□□□□□□□□□□□□□□□□

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□□□□□□□□

□□ I Have to Send this File

Arrange these jumbled paragraphs into a good informational text by giving

numbers in the box. The first paragraph has been done for you.

Email

Source: <http://www.cs.queensu.ca/FAQs/email/etiquette.html>

□□□□□□□

In addition, use the BCC field when sending broadcast emails (emails to a large number of people). BCC (blind carbon copy) allows us to send messages that do

not disclose email addresses to every recipient. Use the CC (carbon copy) field

carefully. We send enough email as it only includes those people that really need to

receive our message. Keep it simple in writing format. Many times the message is then

received in an unreadable format.

Nevertheless, people have to pay attention to email etiquettes. First, it is good to get to the point. Make the message concise and keep sentences short. A long email

will not get read thoroughly. Then, use proper grammar, spelling and punctuation.

Improper use of the language creates a bad impression of us and our company. Good

professionals use correct grammar and spelling. If someone emails you, try to get back

within 24 hours. Next, we should think carefully about sending attachments. If someone does not know that we are sending an attachment it will likely not get

opened. Never type in capital letters.

No doubt, email is an important business tool. It is efficient and effective.

However, sometimes people make some mistakes when composing an email such as

forgetting the rules of spelling and grammar. Perhaps, it is due to its tendency to be a

very informal medium. Even sometimes, they use all capitals. For ones, capitals are

harder to read than regular text and get their usage as the equivalent of yelling.

Email is an electronic mail. Ray Tomlinson invented the first email program in 1971. We can send an email to our friends or other people around the world, or in other

words, email them. They will reply to our email or email us back. We can send Word

documents or pictures by attaching them and they will find them in attachment files.

1

Finally, above all, remember that an electronic mail is about communication with other people. When we compose an email message, read it over before sending it and ask ourselves what our reaction would be if we received it.

Effective Communication | Unit 5 □ □

Based on the text above, decide whether the following statement is TRUE or

FALSE. Give the evidence for your answer. Compare your answer with your classmates'.

STATEMENTS T F EVIDENCE

Ray Tomlinson invented the first email program in 1917.

F Ray Tomlinson invented the first email program in 1971.

We can send Word documents or pictures by attaching them and find them as attachment files.

Capitals are harder to read than regular text and people get their usage as the equivalent of yelling.

Simple email writing format makes the message received unreadable.

Improper use of the language creates a bad impression of us and our company.

BCC (blind carbon copy) allows us to send messages that disclose email addresses to every recipient.

Match the words in column A with their meanings in column B. Number 1 has

been done for you.

A B

1. attachment a. spoken or written response to what somebody says or writes
2. forward b. a document with an email
3. reply c. send an email you have received to someone else
4. attach files d. a public statement giving people information or news
5. confidential e. add something to something else, especially a document
6. signature f. communication by means of exchanged written messages
7. report g. a formal piece of writing that provides information or acts as a record of events or arrangements
8. document h. a document that gives information about what has happened

9. correspondence i. dealing with private affairs
10. announcement j. somebody's name written by him or her in a characteristic way

□□□□□□□

□□□□□□□

□□ *I Have to Send this File*

Underline expressions in the email below that have similar meanings to the

terms/words in this box.

BCC : send a blind copy to other people without your email address

CC : send a copy to other people with your address

Attach files : send a document with an email

Attachment : a document with an email

Forward : send an email you have received to someone else

Best regards : attention to or concern for somebody who sends a letter

□□□□□□□

nura_artika@pustaka.com

melson_hutabarat@pustaka.com

nadar_muria@pustaka.com

Nura,

Thanks for your plans on reducing the budget of the sales department.

I'd be grateful if you could (1) send copies (f) to Aji Pratama of any emails you send to me. I enclose a document with this email. Please let me know if, for any reason, you can't open the document that comes with this email. I'm sending your proposals to all members of the board without your email address.

Best wishes,

Melson Hutabarat

Effective Communication | Unit 5 □□

Pretend that you are Mr Siregar's secretary (back to Task 4).

Write a memo based on what Mr Siregar tells you.

Compare your work with your classmates' when you have finished.

Work in pairs. Pretend you are Mr Siregar's secretary (back to Task 4).

Compose an email based on what Mr Siregar tells you. Then, your friend is

supposed to be Mr Santoso who replies Mr Siregar's email based on what he

wants Mr Santoso to do. Compare your work with a classmate's.

MEMO

TO : _____

FROM : _____

DATE : _____

SUBJECT : _____

[illegible][illegible]

--	--	--	--	--	--	--

☐ ☐ *I Have to Send this File*

Now, find an example of an office memo and an email. You may ask for it to

your school administration staff or search for it on the website.

Read these office notes. Suppose that you are the one who gets these notes.

Write what you have to/must do based on the notes.

Nilā,

Would you file these documents for future references?

Thank you.

Febri.

Aji,

Could you forward me 10 copies of Fahrur's report with your email?

Thank you.

Joko.

Radit,

Would you mind leaving me your finished reports on my desk?

Thanks.

Arni.

Dona,

Don't forget to turn the light off before leaving the room and lock the door, after all.

Thanks.

Nisa.

Tina,
Please call Mr Siregar and remind him
about the departmental meeting this
afternoon.
Thank you.

Tiwi.

1) 2)

3) 4)

5)

□□□□□□□

□□□□□□□

Effective Communication | *Unit 5* □□

Let's have some fun.

1. Use the letters in these words and write as many words as you can.

ATTACHMENT = AT, MAN, ..., ..., ...

CORRESPONDENCE = OR, END, ..., ..., ...

FORWARD = FOR, RAW, ..., ..., ..., ...

2. Millions of people use emoticons everyday in emails, sending their short
message and in

chat rooms in informal situations. Do you know what they mean?

Now, can you match these emoticons with their meanings?

:-o @--}---- > : (:-D

(@_@) :'-(: :-p :-l

(=**=) :-[;-) :-)

a. laughing b. getting angry

c. a rose d. winking

e. tongue out f. getting bored

g. smiling h. vampire

i. cat j. wondering

k. crying l. getting dizzy

3. If A = N, I =V, U=H, and Z = M, can you read what this message says?

XRRC ZBIVAT SBEJNEQ THLF

LBH PNA ZNXR VG

TBBQ YHPX

□□□□□□□

□□ *I Have to Send this File*

Let's sing.

A New Day Has Come

by Celine Dion

I was waiting for so long

For a miracle to come

Everyone told me to be strong

Hold on and don't shed a tear
 Through the darkness and good times
 I knew I'd make it through
 And the world thought I'd had it all
 But I was waiting for you
 [Pre-CHORUS:]
 Hush now I see a light in the sky
 Oh it's almost blinding me
 I can't believe I've been touched by an angel with love
 Let the rain come down and wash away my tears
 Let it fill my soul and drown my tears
 Let it shatter the walls for a new sun
 A new day has come
 When it was dark now there's light
 Where there was pain now's there's joy
 Where there was weakness I found my strength
 All in the eyes of a boy
 [Pre-CHORUS]
 [CHORUS x2]
 Hush now I see a light in your eyes
 All in the eyes of a boy
 I can't believe I've been touched by an angel with love [x2]
 Hush now
 A new day
 □□□□□□□

Effective Communication | Unit 5 □□

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (□) in the right column to indicate how much you have learnt.

In this unit, you have learnt how to write a memo and an email in a professional context, and how to express necessity using *must* and *have to*.

Key Points

1. How to write a memo

Memos typically make announcements, discuss procedures, report on company activities, and disseminate information to employees. They are informal and public. If you have

something confidential to communicate, do not do it in a memo.

All memos are structured similarly. They have:

(a) an addressee – flush left, in capital letters, near the top of the page;

- (b) the sender - flush left, in capital letters, immediately below the addressee;
- (c) date - flush Left, in capital letters, immediately below the sender; and
- (d) subject - flush left, in capital letters, immediately below the date.

2. How to write an email

People have to pay attention to email etiquettes.

- (a) Get to the point.
- (b) Make the message concise and keep sentences short.
- (c) Keep using proper grammar, spelling and punctuation.
- (d) If someone emails you, try to get back within 24 hours.
- (e) Never type in capital letters.

Aspects Very much Much Little

Writing a memo in a professional context

Writing an email in a professional context

Using *must* and *have to* to express necessity

Vocabulary

□□□□□□□□□□□□□□□□

□□□□□□□□□□□□□□□□

□□ *I Have to Send this File*

3. How to express necessity using *must* and *have to*

Must is stronger than *have to* and indicates urgency or stresses importance.

e.g.: They *have to* attend the Friday Fresh at 7 sharp.

The leader *must* be a model.

do not have to = lack of necessity

must not = prohibition

e.g.: She *doesn't have to* work overtime if she can finish her work now.

You *mustn't* tell anyone what I said.

announcement □□□□□□□□□□□□ (kb)

attach □□□□□□□□ (kkt)

attachment □□□□□□□□□□□□ (kb)

confidential □□□□□□□□□□□□ (ks)

correspondence □□□□□□□□□□□□□□ (kb)

disseminate □□□□□□□□□□□□□□ (kkt)

document □□□□□□□□□□□□ (kb)

email □□□□□□□□ (kb)

emphasize □□□□□□□□□□ (kkt)

expect □□□□□□□□□□ (kkt)

forward □□□□□□□□ (kkt)

importance □□□□□□□□□□ (kb)

important □□□□□□□□□□□□ (ks)

memo □□□□□□□□(kb)
 memorandum □□□□□□□□□□□□(kb)
 project □□□□□□□□□□(kb)
 propose □□□□□□□□□□(kkt)
 purchase □□□□□□□□□□(kb)
 record □□□□□□□□□□(kb)
 report □□□□□□□□□□(kb)
 : pengumuman
 : mengikat, melampirkan
 : lampiran, penggabungan
 : pribadi, rahasia
 : surat-menyurat
 : menyebarkan berita, doktrin
 : dokumen
 : surat (elektronik) yang dikirim melalui internet
 : menekankan
 : mengharapkan
 : meneruskan
 : pentingnya, makna
 : berpengaruh, penting
 : memo
 : memorandum
 : proyek
 : mengusulkan
 : pembelian
 : rekaman
 : melaporkan

□□□□□□□□□□□□□□□□

REVIEW 1 □□

Listening Section

In this part, you will listen to short conversations between two people. Choose the best

answer to each question. Answer the questions on the basis of what is stated or implied by the

speakers. (*The listening script is in the appendix*).

1. What does the man do?

- a. He is a reporter.
- b. He is an accountant.
- c. He is a businessman.
- d. He is a keeper.

2. What does the man imply?

- a. He wants to check Mr Assegaf.

- b. He wants to wait Mr Assegaf.
- c. He wants to speak to Mr Assegaf.
- d. He wants to make Mr Assegaf free.
- 3. What does the man express?
 - a. He is ready to serve the woman.
 - b. He is asking for information from the woman.
 - c. He wants to buy a new LCD projector.
 - d. He wants to sell a new LCD projector.
- 4. What does the woman imply?
 - a. She is asking a question to the man.
 - b. She is asking for information.
 - c. She wants to serve the man.
 - d. She wants to order a plate of fried rice.
- 5. What does the woman express?
 - a. The room is uncomfortable.
 - b. She is pleased with the room.
 - c. She is giving an opinion.
 - d. She feels disappointed with the room.
- 6. What does the woman say to greet the caller?
 - a. Good morning.
 - b. Morning. Nusa Indah Gallery.
 - c. Good morning. Nusa Indah Gallery.
 - d. Who's speaking, please?

REVIEW 1

□ □ **REVIEW 1**

- 7. What does the woman say to know who the caller is?
 - a. Hold on, please.
 - b. Would you like to wait or call again later?
 - c. Who's speaking, please?
 - d. Nyoman from Pustaka Denpasar.
- 8. What is the synonym of 'hold on, please'?
 - a. I'll put you through.
 - b. Just a moment, please.
 - c. Call again later, please.
 - d. I prefer to call again later.
- 9. What does the man do?
 - a. He stays at the hotel.
 - b. He gets a reservation at the hotel.
 - c. He wants a single room.
 - d. He wants a book.
- 10. When will the woman probably check in?
 - a. On August 10.

-
- Five identical analog clocks are shown in a row. Each clock has a circular face with numbers 1 through 12. The hour hand is positioned slightly past the 10, and the minute hand is pointing exactly at the 2. This configuration represents the time 10:10.

In this part, you have to choose the best answer to each question based on the alternatives given.

What if you want to talk right now to a friend who lives far away? The answer is simple. You pick up your telephone and press some buttons. Next, you hear a ringing sound—one, two, three rings. Then you hear your friend's voice say, "Hello." Making a phone call seems so easy. But did you ever think about what makes it possible?

metal disk. The pattern is sent through wires as an electric signal.

signal back into a voice. When the signals pass through magnets in the earpiece, the magnets

When you make a local call, the call travels over wires from your house to the telephone

REVIEW 1 ☐ ☐

sent into space! Satellites orbiting high above Earth connect calls between distant countries. Some

through the air to a cell tower. The tower sends the signal to the cell phone company, which relays

Source:

[illegible]

11. What does paragraph 2 talk about?

- a. How the cell phone company relays the radio signal.
- b. How the voice changes into an electric signal.
- c. How you make a call to your friend.
- d. How the satellite connects calls.

12. What changes an electric signal back into a voice?

- a. A wire.
- b. A plastic disc.
- c. A telephone.
- d. A mouthpiece.

13. How does an electric signal travel?

- a. It travels through wires.
- b. It travels through the air.
- c. It travels through a radio.
- d. It travels through the sea.

14. What connects calls between various countries?

- a. Cables.
- b. Towers.
- c. Radio signals.
- d. Telephone companies.

15. What does "it" in paragraph 5 line 5 refer to?

- a. The satellite.
- b. The cell phone.
- c. The wired phone.
- d. The radio signal.



□□ **REVIEW 1**

Speaking Section

In this part, you should show your ability to speak in English.

Instruction: Work in pairs. Create a dialogue based on one of the following situations.

Then, act it out to the class.

16. Make a call to a classmate to ask for information on a company called Gama Techno.

Ask for: – the telephone number

– the fax number

– the email address

Remember to write down the information.

17. You want to book a room at the Plaza Hotel. Ask for information about:

– the rates of standard rooms and deluxe rooms.

– the distance to the centre of the city

– the shopping-centre around the hotel

18. Take turns to ask and answer with your classmates about an expected job, the educational background required and other requirements.



Writing Section

In this part, you should show your ability to write in good English.

19. Write an application letter for the job vacancy below.

20. Find and summarize an article or a text about what people should do to have a successful job interview.



Good Luck

URGENTLY NEEDED

A developing restaurant invites applicants for the following positions.

1. Chef

2. Waiter/ waitress

Qualifications:

a. Hardworking (1, 2)

b. Good looking (2)

c. Cooperative (1, 2)

d. At least 2 year's experience in a similar capacity (1, 2)

e. Good command of spoken English (1, 2)

Send your application and CV to:

P.O. Box 6884

Medan

Effective Communication | Unit 6 □□

In small groups, discuss and answer the following questions.

1. What did you do on your last vacation?

2. Where did you go?

3. How long did you stay there?

4. Did you feel happy on your last vacation?

5. Did you have an unforgettable experience on your vacation?

6. Tell your classmates about your last vacation.

You will hear the following words in your listening task. Listen to your teacher and repeat after him/her with a good pronunciation. Then, get their

meanings in your dictionary.

WORDS MEANINGS

trip □□□□□□(kb)

travel □□□□□□□□(kkt)

journey □□□□□□□□(kb)

challenge □□□□□□□□□□(kb)

continent □□□□□□□□□□(kb)
triumph □□□□□□□□□ (kb)
triumphant □□□□□□□□□□□ (kb)

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WHERE DID YOU GO?

UNIT

6

In this unit, you are going to learn how to tell your past activities and experience. You are also going to learn more lessons from well-known figures by reading their biographies.

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□□□□□□

□□ *Where Did You Go?*

Answer the following questions based on the information you heard. The listening script is in the Appendix.

Questions

1. Why did Nick Sanders look tired?
2. What did he successfully complete?
3. How many continents did he travel across?
4. How many countries did he visit?
5. How long did he travel?
6. Mention five countries that he visited when he travelled.

Listen to the text again. Then, decide whether the following statement is TRUE (T) or FALSE (F).

STATEMENTS T F

1. Nick Sanders joined a long journey in Mobil Challenge.
2. He travelled across forty one countries.

3. He was the first participant who has ever travelled around the globe overland on a motor vehicle.
4. He rode a regular production model Triumph Daytona motorcycle.
5. He brought a digital camera on his trip.

Here is the picture of Nick Sanders.

Take a look at his face. He looks tired, doesn't he?

Now, you are going to listen to an article about Nick Sanders.

Find out why he looks tired.

Picture 6.1

Source: [http:// www.oup.com](http://www.oup.com)

□□□□□□

□□□□□□

Effective Communication | Unit 6 □□

□□□□□□ **Study the explanation below.**

The past tense shows the past events and past activities.

The affirmative form of simple past tense uses the verb II form.

In the simple past tense, regular verbs end in **-ed**.

e.g. monitor – monitored travel – travelled

supply – supplied include – included

If a verb ends with a /d/ or /t/ sound, the past form is pronounced with a long

[- □□□

ending.

e.g. included □□□□□□□□□□□□

completed □□□□□□□□□□□□

A lot of common English verbs, and some modal verbs, have irregular past tense

forms. Unlike regular verbs, irregular verbs do not have past forms which can be

predicted.

e.g. have – had take – took send – sent

can – could must – had to

We use *did* to make past tense questions and negatives.

e.g. How many countries did Nick visit?

Nick **didn't** look tired.

The past continuous tense describes a past action at some point between its beginning

and its end.

In the past continuous tense, the subject is followed by the auxiliary *was/were* and the

verb is added with the *-ing* form.

Remember: I/She/He/It **was walking** down the street when he heard a loud noise.

You/They/We **were walking** down the street when he heard a loud noise.

□□ *Where Did You Go?*

Choose the correct words to complete the questions and answers.

1. A: How did Tedi *break* his leg?

B: He *broke* it while *he was playing* soccer.

2. A: How did Sandra _____ her purse?

B: She _____ it while _____ at the supermarket.

3. A: How did Tami _____ a bloody nose?

B: He _____ it while _____ with the boy across the street.

4. A: How did Sasya _____ the President?

B: She _____ him while _____ in Jakarta.

5. A: How did Robi _____ his finger?

B: He _____ it while _____ tomatoes.

6. A: How did you _____ yourself?

B: I _____ myself while _____ cookies for my daughter and her friends.

Suppose your friend has just come back from a vacation. Then, you ask him/her about it. Write the questions about it. The first two have been done

for you.

1. where/go?

Where did you go? I went to Bali.

2. food/good?

Was the food good? Yes, it was. I liked the food.

3. how long/stay there? _____

4. stay in a hotel? _____

5. go alone? _____

6. how/travel? _____

7. the weather/fine? _____

8. what/do in the evenings? _____

argue bake break burn cut get

lose meet play shop slice work

Picture 6.2

Source: www.photosearch.com

□□□□□□

□□□□□□

Effective Communication | Unit 6 □□

Work in pairs. Study and act the dialogue out with your partner. Then, answer

the questions that follow.

Husband : Have you met Ana today?

Wife : Yes, I have. She talked about her vacation in

Lombok Island.

Husband : What did she say about Lombok Island?

Wife : She said she had enjoyed the time when she was there.

Husband : Did you ask how the weather was?

Wife : It seems it was cool in Lombok cottages in the morning, but nice and warm along the coast when the sun was shining.

Husband : Did she say where she stayed?

Wife : She told me but I don't remember.

Husband : Well, did she say whether the hotels were crowded?

Wife : Yes, apparently they were. She recommended that we make our reservations as early as possible if we want to go there.

Husband : Well, we had better do some checking right now.

Questions

1. Who went to Lombok Island? (Ana did.)
2. What did she say about her vacation there?
3. What did she say about the weather in Lombok?
4. What did she recommend to the couple?
5. What should the couple do immediately?

Put these jumbled expressions into the right order.

Then, act it out with your classmate.

Arya : Great. How long were you away?

Melia : It was nice. I really enjoyed it.

Arya : So, what was the best thing you had when you were there?

Melia : I was there for about three weeks.

Arya : Hi, Melia! How was your trip to Bandung?

Melia : I had to join a special training for a novice manager.

Arya : That's a long time! Did you have any business there?

Melia : Oh, that's hard to say. It's Paris van Java, you know.

I guess I love all Bandung offers. Those made the three – week training time too short to pass.

Picture 6.4

Source: www.123rf.com

Picture 6.3

Source: www.ic.com

□□□□□□

□□□□□□

□□ *Where Did You Go?*

In pairs, take turns to ask and answer with your classmates following the plan

below..

Student A Student B

Tell your own story about your trip.

You may use the following questions to help you tell your story.

∞Where did you go?

∞When did you go there?

∞How did you get there?

∞Whom did you go with?

∞Where did you stay?

∞What did you do there?

∞Did you buy something?

∞How long were you there?

∞How did you feel?

∞Did you have a good time?

□□□□□□

□□□□□□

Respond to A's greeting and tell about your last vacation.

Tell A how long you spent your holiday.

Ask how long B spent his/her vacation there.

Give your opinion about B's last vacation.

Ask where B travelled to in his/her last vacation.

Greet B. Ask B about his/her last vacation.

Tell where you travelled and the best or worst things you had there.

Take turn to ask A's last vacation.

Who A went with and where A travelled to.

Give your opinion about B's last vacation. Tell B about your last vacation.

Give your opinion about A's last vacation.

Effective Communication | Unit 6 □□

Read this monologue and answer the questions that follow.

Hi. I'm Melson. I had to make an important decision recently.

I made an appointment for an interview at the Nusantara

Questions

- Tell a story about an important decision you had to make.***

Listen to your teacher and repeat after him/her pronouncing the following

words. Then, find their meanings in your dictionary.

amass□□□□□□□□(*kkt*)

architect□□□□□□□□□□(kb)

development□□□□□□□□□□□□□□(kb)

foundation □□□□□□□□□□(kb)

relinquish □ □ □ □ □ □ □ □ □ □ □ □ □ □ (kkt)

shareholder□□□□□□□□□□(kb)

software□□□□□□□□□□(kb)

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Picture 6.6

Source: www.123rf.com

Picture 6.5

Source: www.clickart.com

□ □ □ □ □ □ □

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☐ ☐ *Where Did You Go?*

Picture 6. 6

Source: *Microsoft*® *Encarta*® 2008

Read and study the following text and answer the questions that follow.

Bill Gates

William Henry Gates III or who is well-known as Bill Gates was born in 1955 in Seattle, Washington. He is an American business executive, who serves as chairman of Microsoft Corporation, the leading computer software company in the United States. He attended public school through the sixth grade. In the seventh grade he entered Seattle's exclusive Lakeside School, where he met his best friend Paul Allen. They cofounded Microsoft in 1975.

In 1980 Microsoft closed a pivotal deal with International Business Machines Corporation (IBM) to provide the operating system for the IBM PC personal computer. In 1986 Microsoft offered its stock to the public; by 1987 rapid appreciation of the stock had made Gates, 31, the youngest ever self-made billionaire.

In 1989 he founded Corbis Corporation, which now owns the largest collection of digital images in the world. In the 1990s, as Microsoft's Windows operating system and Office application software achieved worldwide market dominance, Gates amassed a fortune worth tens of billions of dollars.

In the late 1990s, with his wife he established the Bill & Melinda Gates Foundation, which, ranked by assets, quickly became the largest foundation in the world. Gates has also authored two books: *The Road Ahead* (1995; revised, 1996), which details his vision of technology's role in society, and *Business @ the Speed of Thought* (1999), which discusses the role technology can play in running a business.

In 1998 Gates appointed an executive vice president of Microsoft, Steve Ballmer, to the position of president, but Gates continued to serve as Microsoft's chairman and chief executive officer (CEO). In 2000 Gates transferred the title of CEO to Ballmer. While remaining chairman, Gates also took on the title of chief software architect to focus on the development of new products and technologies.

In June 2006 Gates announced that he would begin transitioning from a full-time role at

Microsoft to a full-time role at the Bill & Melinda Gates Foundation. He relinquished his title of chief

software architect to Ray Ozzie, a veteran leader in computer technology and creator of Lotus

Notes. Gates planned to remain chairman of Microsoft and to continue as its largest shareholder,

but he said that by July 2008 he would have only a part-time role at the company he cofounded.

Source: **Microsoft® Encarta® 2008**. © 1993-2007 Microsoft Corporation. All rights reserved.

□□□□□□□

Effective Communication | Unit 6 □□

Questions

1. Who is William Henry Gates III?
2. When did he and his friend cofound Microsoft?
3. How old was he when he became a billionaire?
4. Mention the two books he wrote.
5. What is the institution he established with his wife?
6. What is the main idea of paragraph 4?
7. What would he probably do by July 2008?

Write T if the statement is TRUE and F if the statement is FALSE. Give the

evidence for your answer. Compare your answer with your classmates'.

Statements T F Evidence

1. William Henry Gates III is well-known as Bill Gates.
T Paragraph 1 line 1.
2. In 1955, Bill Gates served as chairman of Microsoft Cooperation.
3. In 1980, Gates made a deal with IBM to provide the operating system for the IBM PC personal computer.
4. *The Road Ahead* discusses the role of technology can play in running a business.
5. In 2000 Gates transferred the title of CEO to Ballmer.
6. By July 2008 Gates would have only a part-time role at the company he cofounded.

Arrange these jumbled paragraphs into a good text. Paragraph one has been

identified for you.

Thomas Alva Edison

□□□□□□□

□□□□□□□

Thomas Alva Edison was born in Milan, Ohio, in 1847, and grew up in Port Huron, Michigan. He attended school for only three months. His mother taught him reading, writing, and arithmetic.

1

□□□ **Where Did You Go?**

Source: **Microsoft® Encarta® 2008.** © 1993-2007 Microsoft Corporation. All rights reserved.

Edison's greatest inventions included an improved telephone, the phonograph, the motion-picture camera, and electric storage batteries. He is best remembered for inventing a long-lasting light bulb. People liked Edison because he was a down-to-earth man. His favourite saying was, "Genius is 1 percent inspiration and 99 percent perspiration."

In 1876, Edison started the first industrial research laboratory at Menlo Park, New Jersey. By then, Edison was partially deaf. He worked very hard. He lived in his laboratory and became rich from his inventions. He got married twice and had six children. But he worked so much that he spent little time with his family.

In 1862, Edison saved a boy from being run over by a train. The boy's father operated a telegraph machine, which sent coded messages over wire. As thanks, the father taught Edison how to operate the telegraph. Edison then made improvements to the telegraph. He earned money from his inventions.

In the 1870s, many inventors were trying to make a practical light bulb.

Edison wanted people to have electric light in their homes. So he built the first electric power plants. He tried hundreds of schemes. Finally he found a filament (thin thread) made of carbon. An electric spark made the filament glow inside a glass tube. Edison's incandescent lamp was a great success. It burned steadily for more than 40 hours.

Effective Communication | *Unit 6* □□□

Now answer the following questions based on the arranged paragraphs above.

1. When was Thomas Alva Edison born?
2. What was the hot issue during 1870s?
3. What did the passage say about his marriage and family?
4. Mention Edison's greatest inventions.
5. Why did people like him?
6. What was his favourite saying? What does it mean?

Write your own biography. You may use these following questions to help you.

✎ When were you born?

✎ What did you dream of when you were a little child?

✎ What have you done to make your dream come true?

✎ What have you accomplished in your life?

Complete these sentences by putting the verbs form into the past simple or

JADJIT BUSTOMI

Sucolor.

Source: The Jakarta Pos. Vol.26. No. 065.

Find two biographies of famous figures. Then, retell one of the biographies to the class in your own words. You may access the internet or go to the library to get the biography.

Let's have some fun

Circular Words are those words which can be placed into a circular Puzzle, with the first and last letter being the same and therefore sharing one circle. There are six Circular Word Puzzles below with the first having already been done – **YESTERDAY**. However, you have to complete the other five.

-

Modified from: Garuda Indonesia Flight Magazine/October 2007

**A
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Effective Communication | *Unit 6* □□□

Let's sing

The Day You Went Away

By M2M

Well I wonder could it be
When I was dreaming 'bout you baby
You were dreaming of me
Call me crazy, call me blind
To still be suffering is stupid after all of this time
Did I lose my love to someone better
And does she love you like I do
I do, you know I really, really do
Well hey
So much I need to say
Been lonely since the day

The day you went away
So sad but true
For me there's only you
Been crying since the day
The day you went away
I remember date and time
September twenty second
Sunday twenty five after nine
In the doorway with your case
No longer shouting at each other
There were tears on our faces
And we were letting go of something special
something we'll never have again
I know, I guess I really, really know
The day you went away
The day you went away
Source: <http://www.metrolyrics.com>

□□□□□□□

□□□ *Where Did You Go?*

Benjamin Franklin, an American printer, patriot, and inventor, experimented with electricity.
He thought lightning and electricity were the same thing. He did a dangerous experiment in the mid-1700s to find out electricity. Franklin flew a kite during a thunderstorm. He attached a metal key to the kite string. An electric charge ran down the wet kite string to the key. The charge made a spark when it hit the key. This showed Franklin that lightning was electricity. He was lucky he was not killed.

Many other scientists have experimented with electricity since Benjamin Franklin found it.
They learned how to make electricity with batteries. They found that electricity would go through wires. An American inventor named Thomas Alva Edison invented many things that use electricity, including the electric light bulb.

Source: Microsoft ® Encarta ® 2008 © 1993-2007 Microsoft Corporation. All rights reserved.

DID YOU KNOW

WHO DISCOVERED ELECTRICITY?

Picture 6. 7

Source: Microsoft ® Encarta ® 2008

Effective Communication | Unit 6 □□□

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right column to indicate how much you have learnt.

Aspects Very much Much Little

Asking one's past activities and experience

Telling about past activities and experience

Reading and writing one's biography

Telling one's biography in your own words

Using the simple past and past continuous tenses

Vocabulary

In this unit, you have learnt how to ask and tell about one's past activities, experience, and

biography using the simple past and past continuous tenses.

□□ □□□ □□□□□□□□□□□□□□□□

The past tense shows the past events and past activities. The affirmative form of the

simple past tense uses the verb II form. In the Simple past tense, regular verbs end in -

ed.

e.g. monitor – monitored travel – travelled

supply – supplied include – included

If a verb ends with a /d/ or /t/ sound, the past form is pronounced with an [-
□□□ ending.

e.g. included □□□□□□□□□□□□□□

completed □□□□□□□□□□□□□□□□

A lot of common English verbs, and some modal verbs, have irregular past tense forms.

Unlike regular verbs, irregular verbs do not have past forms which can be predicted.

We use *did* to make past tense questions and negatives.

e.g. How many countries did Nick visit?

Nick **didn't** look tired.

□□□□□□□□□□□□□□□□

□□□□□□□□□□□□□□□□

□□□ *Where Did You Go?*

□□ □□□□□□□□□□□□□□□□ □□□□

The past continuous tense describes a past action at some point between its beginning

and its end. In the past continuous tense, the subject is followed by the auxiliary *was/were*

and the verb is added with the *-ing* form.

Remember: I/She/He/It **was walking** down the street when he heard a loud noise.

You/They/We **were walking** down the street when he heard a loud noise.

amass □□□□□□□□ (kkt) : mengumpulkan

architect □□□□□□□□□□ (kb) : arsitek, ahli bangunan

challenge □□□□□□□□□□ (kb) : tantangan, ajakan

continent □□□□□□□□□□ (kb) : benua

development □□□□□□□□□□□□ (kb) : pembangunan, pengembangan

establish □□□□□□□□□□ (kkt) : mendirikan

foundation □□□□□□□□□□ (kb) : yayasan

journey □□□□□□□□ (kb) : perjalanan

relinquish □□□□□□□□□□ (kkt) : menyerahkan

shareholder □□□□□□□□□□ (kb) : pemegang saham

software □□□□□□□□□□ (kb) : perangkat lunak

travel □□□□□□□□□ (kkt) : bepergian

trip □□□□□□ (kb) : perjalanan

triumph □□□□□□□□□ (kb) : kemenangan, keberhasilan

triumphant □□□□□□□□□□ (ks) : menang

□□ □□□□□□□□□□□□

Effective Communication | Unit 7 □□□

In small groups, answer the questions based on your experience.

1. Do you usually plan your activities everyday?
2. How do you arrange your future plans and activities?
3. What is your plan after graduating from SMK?
4. What are you going to prepare for getting a job?
5. How do your parents guide you to make your future plan?

You will hear the following words in your listening task. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their

meanings in your dictionary.

WORDS MEANINGS

date □□□□□□ (kb)

count □□□□□□□ (kkt)

goods □□□□□□ (kb)

report □□□□□□□□ (kb)

work □□□□□□ (kki)

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□□□□□□□□□□□□□□



**I'M GOING TO HAVE A MEETING
ON MONDAY
UNIT
7**

Picture 7.1

Source: www.123rf.com

Have you got your future actions and plans? Do you know how to tell others about your

plans? Do you know how to make an appointment? Learn those and more in this unit.

☐ ☐ ☐ *I'm Going to Have a Meeting on Monday.*

You will listen to five short dialogues. Choose the most appropriate statement based on the information you listen to. The listening script is in

the appendix.

☐☐☐☐ **Study the following explanation.**

□ □ □ □ □

1)

Picture 7.2

Source: www.hpimage.com

Picture 7.4

Source: www.FXstyle.com

Picture 7.5

Source: www.FXstyle.com

Picture 7.6

Source: www.FXstyle.com

5)

4)

Picture 7.3

Source: www.123rf.com

1. a. They are going to watch TV.
b. They are going to the cinema.
2. a. She probably will be working late at the office this evening.
b. She probably will go to work late to the office this evening.
3. a. He will check and count the goods.
b. He will send the goods tomorrow.

4. a. The building will be finished in two months.
- b. The height of the building is going to be added up.
5. a. They are going to have dinner tonight.
- b. They are going to finish the report tonight.
- 2)
- 3)

1. The use of “Will”

We use “will” in these situations.

a) Statements of future facts

e.g.: The job **will** be finished by the weekend.

b) Decisions made at the time of speaking

e.g.: I’ve left the door open. I’ll go and shut it.

c) To express a prediction

e.g.: I’ll probably be late this evening.

d) To show willingness

e.g.: I’ll help you.

e) Promising to do something

e.g.: Thank you for lending me the money. I’ll pay you back on Friday.

Effective Communication | Unit 7 □□□

Put the verb into the correct form using “will” or “going to”.

The first two have been done for you as examples.

1. A: I’ve just realised – I haven’t got any money.

B: Don’t worry – that’s no problem. I’ll **lend** (lend) you some.

2. A: Why are you turning the television on?

B: I’m **going to watch** (watch) the news.

3. A: I’ve got a terrible headache.

B: Have you? Wait here and I _____ (get) an aspirin for you.

4. A: Why are you filling that bucket with water?

B: I _____ (wash) my car.

5. A: I’ve decided to re-paint this room.

B: Really? What colour _____ (you/paint) it?

6. A: Look. There’s smoke coming out of that house. It’s on fire!

B: Oh, my God! I _____ (call) the fireman immediately.

7. A: What would you like to drink, tea or coffee?

B: I _____ (have) tea, please.

8. A: Where are you going? Are you going shopping?

B: Yes, I _____ (buy) something for dinner.

9. A: I can’t work out how to use this camera.

B: It’s quite easy. I _____ (show) you.

10. A: Did you post that letter for me?

B: Oh, I’m sorry. I completely forgot. I _____ (do) it now.

□□□□ □

2. The use of “Be Going To”

a) Planned future actions or events

e.g.: They **are going to** open the new office on April 1st.

b) Future events in a neutral way

e.g.: Mr. Jannaka **is going to** be the new director.

c) Future events evident from something in the present

e.g.: I'm tired of taking the bus to work. I'm **going to** buy a car next month.

3. The use of "The present continuous tense"

We use **"the present continuous tense"** to express planned actions or events.

e.g.: I'm **not working** next week.

□□□ I'm *Going to Have a Meeting on Monday.*

Work in groups, study the dialogue and answer the questions.

Then, act it out with your classmates.

Teacher : What are you going to do after you graduate, Dipa?

Dipa : Oh, I'm planning to go to college.

Teacher : What do you plan to study?

Dipa : I'm thinking of majoring in chemistry.

Teacher : Hmm, that's a good field. And what about you, Rini?

Rini : I hope to go to Bali.

Teacher : Oh, really? And what are you going to do there?

Rini : I think I'll just travel around for a while.

Teacher : Lucky you! Tina, what do you think you're going to do?

Tina : Well, I am going to go to college, but maybe I have to postpone it and get a job instead. I just don't have the money right now.

Teacher : Yeah, I know what you mean. Money is tight these days. And you, Joko?

Joko : Well, if I get a scholarship, I'll study architecture in Gajah Mada University.

Teacher : And if you don't?

Joko : Well, then, I suppose I'll have to get a job first and still study architecture.

Teacher : Well, guys, now I'm so sure, all of you have planned your own future.

Make it real and I wish you good luck.

Answer the following questions. Number one has been done as an example.

1. What is Dipa going to do after she graduates? (He is going to go to college.)

2. What does Dipa plan to study?

3. What is Rini going to do in Bali?

4. What is Tina going to do after she graduates?

5. What is Joko going to do after he graduates?

6. What will Joko plan to do if he does not get a scholarship?

Work in pairs. Ask your classmates what they intend to do after graduation.

You may follow the model.

A B

1. What/after graduation? 1. If /good grades/go to college
2. Which university? 2. If/scholarship/Gajah Mada University
3. And if you don't? 3. Then/to State College
4. What/study? 4. If I can/medicine
5. And if you can't? 5. Then/probably business
6. And if you don't get good grades? 6. Well, then/a job

□□□□ □

□□□□ □

Picture 7.7

Source: www.FXstyle.com

If I get a scholarship, I'll study architecture. But, if I don't get a scholarship, I suppose/ guess/ think/ I'll get a job.

What are you going to do after graduation?

A B

Picture 7.8

Source: www.clickart.com

Effective Communication | Unit 7 □□□

Write down your own future plan after you graduate.

You may use the following questions to help you.

✎ What are you going to do after finishing your study?

✎ Do you plan to go to college?

✎ What are you going to study? Why?

✎ What are you going to prepare for that?

✎ Do you plan to get a job?

✎ What kind of job do you want to get? Why?

✎ Do you prepare something to get that?

Your classmate is going to visit you in the evening, but you are very busy.

Look at your diary for the next few days and explain to him/her why you refuse him/her coming in the evening. Act out the dialogue with your classmate.

Monday

Study mathematics.

Tuesday

Finish the English writing task.

Wednesday

Meet with study club.

Thursday

Meet with the School Magazine team.

Friday

Go shopping with mother.

Saturday

Watch favourite movies on TV.

Sunday

Finish all homework for Monday.

Notes

Everything has been arranged and fixed.

Your classmate : Can I come on Monday evening?

You : Sorry, **I'm going to study mathematics seriously.**

Your classmate : Well, what about Tuesday evening?

You : I am afraid I can't. I _____.

Your classmate : _____

You : _____

(Finally, you and your classmate get a deal when she can come over to visit you.)

Your friend : Can I come and join you to watch your favourite movies on TV on Saturday night?

You : Sure. Of course you can. I'll be very happy to watch the movies with you.

Your friend : Oh, really? Thank you.

You : Anytime.

Compare your dialogue with your classmates' dialogues. Do you find any

differences and similarities? What are they? Though you have the same reference to create a dialogue, you may have different styles in creating it.

□□□□ □

Picture 7.9

Source: www.FXstyle.com

□□□□ □

□□□□ □□

Picture 7.9

Source: www.clipart.com

□□□ *I'm Going to Have a Meeting on Monday.*

Picture 7.11

Source: www.FXstyle.com

Picture 7.12

Source: www.123rf.com

Here is an incomplete conversation of two people making an appointment.

To act it out with your partner, you have to complete it first based on the information you are going to listen. The listening script is in the Appendix.

A: Nisa Fauzi's _____ (1).

B: Good morning, Mrs Fauzi. This is _____ (2).

You remember we met at Ambon Book Fair two months ago.

A: Yes, of course. How are you?

B: Fine, thanks. I'm going to be in Maluku on _____ (3) and Wednesday next week. How about _____ (4) up to discuss whether Pustaka Company and Mega Book might _____ (5) together?

A: Just a moment, please. I'll check my _____ (6).

I won't be able to make it on Tuesday.

I've got to go to Jakarta.

Would Wednesday suit you? How about lunch?

B: Sounds good. Shall I meet you at your _____ (7)? I've got the address.

A: Yes. Why don't you _____ (8) around here at about 11.30?

Ask for me at the reception and I'll come down.

B: OK. That's fine.

A: OK. See you on _____ (9) at 11.30, then.

B: Look _____ (10) to seeing you, then. Bye.

A: OK. Bye.

In pairs, study the dialogue and answer the questions.

Then, act it out with your partner.

Mika: Good morning. Mr Harun's office.

Jaya: Good morning. Can I speak to Ahmad Harun, please?

Mika: I'm afraid he's in a meeting until lunchtime. Could I take a message, Sir?

Jaya: Well, I'd like to make an appointment to see him, please. It's Aji Jaya here.

Mika: Could you hold on for a minute, Mr Jaya? I'll just look in the diary. So when's convenient for you?

Jaya: Sometime next week if possible. I hear he is away the following week.

Mika: Yes, that's right, he's on holiday for a fortnight.

Jaya: Well, I need to see him before he goes away. So would next

Wednesday be okay?

Mika: Wednesday. Let me see. He is out of the office all morning.
But he's free in the afternoon, after about three.

Jaya: Three o'clock is difficult. But I could make it after four.

Mika: So shall we say 4.15 next Wednesday, in Mr Harun's office?

Jaya: Yes, that sounds fine. Thanks very much.

Mika: Okay, then. Bye.

Source: http://bbc.learnenglish.com/telephone_appointment.html

□□□□ □□

□□□□ □□

Picture 7.13

Source: www.123rf.com

Picture 7.14

Source: www.webimage.com

Effective Communication | Unit 7 □□□

Answer the questions below. Number one has been done as an example.

1. What does Mika say to open the conversation while receiving the call?

Good morning. Mr Harun's office.!

2. What does Mr Jaya say when he wants to speak to Mr Harun?

3. What does Mika mean when she says "Could I take your message, Sir?"?

4. How does Mr Jaya propose an appointment?

5. What does Mika mean when she says "when's convenient for you?"?

6. What does Mika say when she arranges the time for Mr Harun to meet Mr Jaya?

Study the following expressions.

Match the expressions of changing arrangements in column A with the replies in column B.

A B

1. I can't make Tuesday. I've got to go over to
Sumatera to see a client. How about
Wednesday?

a. I suppose so. It would have been good to
meet. Look forward to hearing from you
when you're less busy.

2. I think we said Thursday at 11. Can you make
it in the afternoon instead?

b. The 21st...ehm... I'm going to be on
holiday. What about 29th?

3. We're going to have to change our
arrangement for the 15th. Can we put it off till
the 21st? I've completely forgotten we have a
departmental meeting that day.

c. The afternoon would be no problem. How

about at three?

4. I'm afraid Monday won't be possible after all. I'm going to be very busy that day. What about the following week?

d. Wednesday's going to be difficult. Can you make it the next day?

5. We're going to have to delay our meeting. I'm very busy at the moment. Can we leave it open for the time being? I'll get back in touch when I'm not so busy.

e. OK. The same day of the following week would be fine.

□□□□ □□

□□□□ □□

MAKING AN APPOINTMENT

What do you say when you get through to the person you want to speak to and fix a meeting? Here are some expressions that you find in the above conversation and are usually used in making an appointment.

Suggesting a time to meet

🕒 Can/Shall we fix/arrange/manage an appointment/a meeting?

🕒 Would it be useful to meet up soon?

Responding to the suggestion

🕒 I'll (just) check my diary.

🕒 How about Monday?

🕒 Would Wednesday be suitable?

🕒 Would Thursday suit you?

🕒 Shall we say on Friday?

🕒 That's fine

🕒 I can't/won't be able to make Monday.

🕒 I've got to ...

□□□ I'm Going to Have a Meeting on Monday.

In pairs, take turns to ask and answer with your classmate following the plan below.

A B

Let's do a role play. Work in pairs and make simple dialogues based on the

situations below. Then, perform them with your partner.

1. Suppose you and your friend are having lunch. However, your secretary reminds you of your

urgent agenda to do after lunch today. Therefore, you shorten your lunchtime and propose the next meeting to continue your discussion. You suggest tomorrow morning, but your friend is busy at that day. She recommends taking dinnertime. After all, both of you have a deal to continue your discussion at seven in a Padangese Restaurant.

2. Suppose you are going to see and check your new project in Palembang next week. You ring up your friend there to make an appointment. You ask for your friend's convenient time. She suggests Tuesday. However, you have an important agenda from Monday to Wednesday.

Then, you propose Thursday or Friday since you have to be back to Yogyakarta on Saturday.

She offers Thursday morning, but you prefer lunchtime. At last, both of you agree to make it on

Thursday at lunchtime at her/his office.

□□□□ □□

□□□□ □□

Greet B. State your identity. Greet A. Ask whether you can help her/him.

Say you want a meeting. Tell that you agree to have a meeting. Ask for his/her purpose.

State your expectation to discuss a new plan for the next projects.

Ask when the meeting will be convenient.

Suggest next Wednesday. Tell that you can't. You go out of the office. Suggest Tuesday or Friday.

You're busy on Tuesday. You prefer Friday. Agree. Suggest at two.

Tell that you agree. Ask where it will be convenient? Suggest your office.

State that you agree. Then, end the conversation. Reply A's end-the-conversation.

Say goodbye.

Effective Communication | Unit 7 □□□

Complete Prof. Gunawan's Calendar below. Then, compare the calendar with your classmates'. Do they have the same information as you? You may

follow the model when you turn to ask and answer about Prof. Gunawan's activities.

Example: A : What is Prof. Gunawan going to do on Tuesday the first?

B : He is going to fly to Bali. What about on the second?

Will he attend a conference then?

A : No. He will be meeting with Prof. Takeda.

APRIL 2008

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

1

Fly to Bali

2

Meet with
Prof. Takeda

3 4 5

6 7 8 9 10

....

11 12

....

13 14

....

15 16 17 18

Work at
home

19

....

20 21 22 24

Meet with
Prof. Chan

25 26 27

28 29 30

Listen to your teacher and repeat after him/her with a good pronunciation.

Then, find their meanings in your dictionary.

WORDS MEANINGS

appointee □□□□□□□□□□ (kb)

inspire □□□□□□□□□□ (kkt)

investigate □□□□□□□□□□□□□□ (kkt)

nominee □□□□□□□□□□ (kb)

political affiliation □□□□□□□□□□□□□□□□□□□□ (kb)

realize □□□□□□□□□□ (kkt)

release [□□□□□□□□□□ (kkt)

senator □□□□□□□□□□ (kb)

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□□□□ □□

Attend World Future
Conference
Give a speech at Gajah
Mada University
Doing research at the
laboratory.

□□□□ □□

□□□ I'm Going to Have a Meeting on Monday.

Read the text carefully and answer the questions in complete sentences.

BARACK OBAMA'S PLANS

Barack Obama is a junior United States senator from Illinois. He is the presumptive nominee of the Democratic Party in the 2008 presidential election. He is also the first African American to be a major party's presumptive nominee for president of the United State. With the slogan "CHANGE, We Can Believe in", Obama has attracted the attention of millions of people in the world because of his vision.

As the candidate of president of the United States, Obama has many plans for a better America. Among other plans, Obama wants to change Washington. Obama plans to shine the light on Washington lobbying information for voters, shine the light on federal contracts, tax breaks and earmarks, bring Americans back to their government, and free the executive branch from special interest influence. To realize his plans, he will use the power of the presidency to seriously investigate congressional ethics violations. He will not sign any non-emergency bill before the public give reviews and comments on the White House website for five days. He will also release communications about regulatory policymaking between people outside the government and all White House staff to the public. He

will also not let political appointees offer jobs to agencies solely on the basis of political affiliations or contributions.

Barack Obama is phenomenal. His race and young age do not stop him from running for

president of the United State. His plans to make real changes in America attract sympathy from

American people. Obama has inspired many people that there is nothing impossible as long as they want to work for it.

Source: www.en.wikipedia.org

Questions

1. What district does Senator Obama represent?
2. Which party does he belong to?
3. What is the motto of Obama's campaign?
4. How do you interpret the motto?
5. What are Obama's plans to change Washington?
6. What will Obama do to realize his plans?
7. As president, when will Obama sign the non-emergency bill?
8. Which action in paragraph 2 does represent Obama's plan to bring Americans back to their government?
9. What does 'the public' in paragraph 2 mean?
10. What does make Obama phenomenal?

□□□□ □□

Picture 7. 15

Source: www.en.wikipedia.org

Effective Communication | Unit 7 □□□

Read and act out the following dialogue and answer the questions.

Here is a dialogue between a manager and his secretary. The secretary comes into his room to ask him to sign some letters. She also brings

his diary up to date for the next few days.

Manager : Is there any mail from World Designer Company this morning?

Secretary: No, Sir. Are you expecting something?

Manager : I'm expecting an up-to-date price list from them.

Secretary: I'll bring the mail for you as soon as possible when it comes.

Manager : Thank you.

Secretary: Excuse me, Sir. Can I take your diary? I need to bring it up-to-date.

Manager : Yes, please. Do you find out what time I have to open the Batik Exhibition?

Secretary: Yes, Sir. It is at ten o'clock on Monday 6th.

Manager : OK. Please make me a dental appointment for next Friday morning. My tooth is aching up again.

Secretary: Yes, Sir. Anything else, Sir?

Manager : Ehmm... Here are some of my activities for next few days. Please rearrange my agenda in the right order and don't forget to remind me every morning.

Secretary: All right, sir.

Questions

1. Why does the secretary come into his manager's room?
2. What does the manager expect from the world designer company?
3. What time does the manager have to open the Batik Exhibition?
4. What does the manager want his secretary to do for next Friday morning?
5. What does the manager want his secretary to do every morning?

Now, help the secretary to rearrange the manager's agenda into the following diary sheet.

1. One day seminar of Handicraft Business Development from 8 a.m. to 3 p.m. on Saturday 11th.
2. Dinner with the Headboard of Takeda Corporation at 7 on Friday evening.
3. Open Batik Exhibition at ten on Monday 6th.
4. Staff meeting at 1.30 on Monday 6th.
5. Meet the manager of Java Hotel at ten on Tuesday 7th.
6. Facilities Management Conference at 9 a.m. to 5 p.m. on Wednesday and Thursday.
7. Dental check up at 9 a.m. on Friday 10th.
8. An appointment with the Manager of Syailendra Restaurant at 12 on Tuesday 7th.

□□□□ □□

Picture 7.16

Source: www.clipart.com

□□□□ □□

□□□ *I'm Going to Have a Meeting on Monday.*

Monday

Tuesday

Wednesday

Thursday
Friday
Saturday

Complete the schedule below. Write down all your plans for next week. Then work with a partner. Without showing each other's schedules, find a time to get together. Use the future form in your dialogue.

Example: A: Can we arrange an appointment at 9 a.m. on Monday?
 B: I'm afraid I can't. I'm in charge of checking books in the library until lunch.
 A: Shall we make it after lunch?
 B: That would be fine.

Time Monday Tuesday Wednesday Thursday Friday Saturday

9 a.m.

11 a.m.

1 p.m.

4 p.m.

7 p.m.

□□□□ □□

Effective Communication | *Unit 7* □□□

Work in groups of four. Follow the arrows to make as many different calls as you can.

White boxes = the caller.

Green boxes = the operator

Yellow boxes = the secretary

Blue boxes = the person who the caller wants to speak.

□□□□□□□□□□□□□□□□□□□□□□

□□□□ □□

Yes. That's
 N-I-S-A
 K-A-M-I-L-A
 Right. And
 when would it
 be
 convenient?
 What
 about
 Tuesday

morning?

That

would be

nice.

OK. I'll

book a

table for

us.

Yes.

That's

fine.

Shall we

say 2.30,

then?

Gama

Corpora

-tion.

Could I

speak to

Mr. Aji

Jaya?

The line's

engaged.

Will you

hold?

Fine,

thanks.

And you?

The line's

free now.

I'll put you

through.

Yes.

That's

OK.

Oh, dear.

It's rather

urgent.

I'm afraid

he's in a

meeting.

Fine. What

can I do for

you, Nisa?

Yes,

please.

Could I

speak to

his

secretary?

Certainly.

I'll put you

through,

then.

I'm afraid

I'm away.

How about

Friday?

Is his

secretary

available?

If you

could.

Fitriani's

speaking. Thanks

.
How
about
Tuesday?
I'm not
staying
that long.
Hold on.
I'll see.
Would you
mind
telling me
what it's
b t?
Are you
free on
Tuesday at
ten?
You're
welcome.
That
would be
fine.
I'd like to
discuss
our
account.
I'll get the
diary. May
I have your
name?
. I'm seeing
someone
in the
afternoon.
Great. I'll
look
forward to
it.
Thank
you very
much.
Good. So,
Tuesday at
ten, then.
Could you
spell that
please?
It's Nisa
Kamila.
Lovely. Until
Wednesday,
then.
So, that's
Monday at
2.30, then.
Yes, that's
OK. But not
too early.

**Start
here**

Who's
calling
please?
Nisa

Kamila.

Hello

Aji. This

is Nisa.

Aji Jaya's

Thanks speaking.

I'll put

you

through.

Good morning.

I'd like to make

an appointment

with Mr. Aji Jaya

I'm afraid he's

away that day.

Would Monday

suit you?

No. I'm not in

Jogja until

Monday

afternoon.

Would you like

me to put you

through to his

secretary?

No, it's all

right. Thanks.

I'll call back

later.

I'm afraid the

line's still busy.

Do you still

want to wait?

Nice to hear

from you

Nisa. How are

you?

I'm coming to

Jogja next week.

Could we fix a

time to meet?

Yes, of

course. When

would it suit

you?

Mornings are

best. Does

Tuesday suit

you?

How about

Wednesday,

then?

OK.

Wednesday's

fine. Shall we

say 11.30?

That's rather

difficult. Can

you make

Wednesday?

If you could come

around 11, we

could go out for

lunch.

☐ ☐ ☐

I'm Going to Have a Meeting on Monday.

Work in groups of three. Ayu and her friends are at a restaurant. They would like to order some food for dinner. Identify and write down the use of “will” and “be going to” in the conversation. Then, act it out with your partners.

1. Ayu is going to try the sour flounder fish.
2. Erika _____.
3. Ellin _____.
4. Santi _____.
5. Ida _____.

Ayu : Well, have you decided what you are going to eat?

Erica : I haven't made up my mind yet. What about you?

Ayu : I'm going to try the sour flounder fish. It seems delicious.

Erika : Ellen, what are you having?

Ellin : I'm not sure. I really like the super burger.

Erika : Well, I think I haven't tried it yet.

Ellin : OK. We'll try it.

Ida : What about you, Santi?

Santi: Well, I'm not really all that hungry, so I think I'll just have a plate of strawberry ice cream.

Ayu: Ida, if you're hungry, you should try the baked chicken.

You won't believe the size of it!

Ida : Really? But is it good?

Ayu: It's really delicious. I just had it last night.

Ida : OK. It sounds good to me.

In pairs, rearrange these jumbled expressions into a good order. Then, act it

out with your partner.

Sonny : I'm going to see a concert. Would you like to come with me?

Novia : No, I'm not. What are you planning to do?

Sonny : All right. I'll pick you up at 7 tomorrow evening.

Novia : Oh, I'm sorry, I can't. I'm going to work late tonight. I have to finish some reports.

Sonny : Well, how about tomorrow evening? Are you doing anything then?

Novia : Sure, I'd love to! What time will you pick me up?

Sonny : What are you doing tonight, Novia?

Would you like to go out?

□□□□□□□□□□□□□□

□□□□ □□

□□□□ □□

Picture 7.22

Source: www.clipart.com

Picture 7.20

Source: www.clipart.com

Picture 7.18

Source: www.clipart.com

Picture 7.19

Source: www.clipart.com

Picture 7.17

Source: www.clipart.com

Effective Communication | Unit 7 □□□

Now, you are going to listen to a song – This I Promise You – popularized

by a famous boyband, Nsync. Fill in the blanks while you are listening to the song.

This I Promise You

By Nsync

When the visions around you
Bring tears to your eyes
And all that (1)_____ you
Are secrets and lies
(2)_____ be your strength
I'll give you hope
Keeping your faith when it's gone
The one you should (3)_____
Was standing here all along
And I (4)_____ take
You in my arms
And hold you right where you belong
Till the day my life is through
This I (5)_____ you
This I promise you
I've loved you (6)_____
In lifetimes before
And I promise you never
will you hurt anymore
(7)_____ give you my word
I'll give you my heart
This is the battle we've won
And with this (8)_____
Forever has now begun
Source: <http://www.metrolyrics.com>
Just (9)_____ your eyes
Each loving day
I know this feeling won't go away

Till the day my life is through
 This I promise you
 This I promise you
 Over and over I (10) _____
 When I hear you call
 Without you in my life, baby
 I just wouldn't be living at all
 And I will take
 You in my arms
 And hold you right where you belong
 Till the day my life is through
 This I promise you
 Just close your eyes
 Each loving day
 I know this feeling won't go away
 Every word I say is true
 This I promise you
 This I promise you

Have you completed the lyrics?

Now, let's sing the song together.

□□□□ □□

□□□ I'm Going to Have a Meeting on Monday.

Find calendars of events in your town. Then, tell the class about the schedule of three events that will be held within one year.

Compose a writing about your visions for the next five years. Use the future

expressions in your writing.

How much improvement have you made after learning English in this unit? Write down

your reflection in the space below. Put a tick (□) in the right column to indicate how much

you have learnt.

Aspects Very much Much Little

Using *will* to express the future actions and plans

Using *be going to* to express the future actions and plans

Using *the present continuous tense* to express the future actions and plans

Making appointments in a professional context

Vocabulary

□□□□□□□□□□□□□□□□

□□□□□□□□

□□□□□□□□

Effective Communication | Unit 7 □□□

In this unit, you have learnt how to use the future expressions to tell the future actions and plans and how to arrange an appointment.

Key Points

1. How to use the future expressions to tell the future actions and plans

⌘ The use of *Will*

We use **will** in these situations.

a) Statements of future facts

e.g.: The job **will** be finished by the weekend.

b) Decisions made at the time of speaking

e.g.: I've left the door open. I**ll** go and shut it.

c) To express a prediction

e.g.: I**ll** probably be late this evening.

d) To show willingness

e.g.: I**ll** help you.

e) Promising to do something

e.g.: Thank you for lending me the money. I**ll** pay you back on Friday.

⌘ The use of *be going to*

a) Planned future actions or events

e.g.: They are going to open the new office on April 1st.

b) Future events in a neutral way

e.g.: Mr. Jannaka is going to be the new director.

c) Future events evident from something in the present

e.g.: I'm tired of taking the bus to work. I'm going to buy a car next month.

⌘ The use of *Present Continuous Tense*

a) We use *present continuous tense* to express planned actions or events.

e.g.: I'm not working next week.

2. How to arrange an appointment

Suggest a time to meet

⌚ Can/Shall we fix/arrange/manage an appointments/a meeting?

⌚ Would it be useful to meet up soon?

Respond to the suggestion

⌚ I'll (just) check my diary.

⌚ How about Monday?

⌚ Would Wednesday be suitable?

⌚ Would Thursday suit you?

⌚ Shall we say on Friday?

⌚ That's fine

⌚ I can't/won't be able to make Monday.

⌚ I've got to ...

□□□□□□ □ □□□□□□□□□ □

□□□ I'm Going to Have a Meeting on Monday.

appointee □□□□□□□□□□(kb) : utusan

count □□□□□□□□(kkt) :menghitung

date □□□□□□ (kb) : tanggal; janji kencan

deadline □□□□□□□□□□ (kb) :batas waktu

goods □□□□□□□ (kb) :barang-barang

inspire □□□□□□□□□□(kkt) : menginspirasi

investigate □□□□□□□□□□□□□□(kkt) : menyelidiki

nominee □□□□□□□□□□(kb) : nominator

political affiliation □□□□□□□□□□□□□□□□□□□□(kb) : hubungan

politis

report □□□□□□□□□□ (kb) :laporan

realize □□□□□□□□□□□ (kkt) : merealisasikan

release [□□□□□□□□□□(kkt) : mengumumkan

senator □□□□□□□□□□ (kb) : anggota parlemen

work □□□□□□ (kkt) :bekerja

□□ □□□□□□□□□□□□□□□□

Effective Communication | Unit 8 □□□

Study the picture below. Have you ever sent an email? Can you explain how

to send an email?

□□□□□□□□□□□□□□□□

□□□□□□□

FIRST OF ALL, ENTER YOUR PASSWORD UNIT

8

Picture 8.1.

Source: www.yahoo.com

When you do not know how to do or use something, what do you do? Do you ask someone

to tell you how to do it or do you find any sources available around you? Can you follow the

instructions and/or the directions well? Learn how to do that effectively in this unit.

Dear, Tiwi

Would you attach me a copy of your proposal by next Monday?

Thanks

Nukita

tiwi_imut@yahoo.co.uk

□□□ First of All, Enter Your Password

The following words will help you do Task 3. In pairs, find the meanings of

these words in your dictionary. Then, repeat after your teacher.

WORDS MEANINGS

access □□□□□□□□ (kkt)

account □□□□□□□□ (kb)

authorize □□□□□□□□□□ (kkt)

bar □□□□□ (kb)

confirm □□□□□□□□□□ (kkt)

confirmation □□□□□□□□□□□□ (kb)

define □□□□□□□□□ (kkt)

engine □□□□□□□□□ (kb)

listing □□□□□□□□□ (kb)

log □□□□□ (kkt)

navigation □□□□□□□□□□□□ (kb)

primary □□□□□□□□□□□ (ks)

proceed □□□□□□□□□□ (kkt)

review □□□□□□□□□ (kkt)

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You will listen to a passage explaining how to create a blog twice. Listen carefully and take notes of important information and then answer the questions. When you have finished, compare your answers with your classmates'.

1. What does the blog's name function?
2. What must you do before proceeding?
3. What does the activation link function?
4. Why do you need to confirm your account?

5. How do you write your first post?

Listen to the passage again and in pairs decide whether the statement is True (T) or False (F).

1. The "Sign-Up" link is at the top-left corner. T/ F

2. Your login name will be your username. T/ F

3. You should check your email inbox for a confirmation. T/ F

4. You can access your profile without confirming your account. T/ F

5. You cannot change your password. T/ F

□□□□□□□□□□□□□□□□□□□□□□□□□□□□

□□□□□□□

□□□□ □

□□□□ □

Effective Communication | Unit 8 □□□

Rewrite the steps of creating a blog in your own words. After that, compare

your writing with your classmate's.

You are going to listen to a dialogue between Dhimas and Ilham. Note down

important information. Then, answer the following questions.

1. Where is Dhimas going to go?

2. What is he going to do there?

3. Why does Ilham join him?

4. What are they doing then?

5. Retell what Dhimas is explaining to Ilham.

Here is a dialogue between staff members. They are talking about creating a website for their company. Study the dialogue and then answer the questions.

Rama: You know, I'm thinking about designing a website for our company. I think it is quite necessary for us.

Budi: You're right. Although our company is not a big one, it still seems to need a website, at least, for the business purposes. But, we have no one who has got good command of webbing.

Rama: That doesn't matter. We can learn it. Look, I've found an article in the internet explaining how to create a website with Yahoo! easily. Let me read the instruction. **First of all, log in** to Yahoo home page. **Click on** the 'GeoCities' link in the navigation pane to begin.

Then, click the 'Sign Up Now' link. This will redirect you to the GeoCities start page, which will ask you a series of questions that Yahoo! needs to know before you can create your Website. **Next, determine** what you intend your Website for by pressing one of the buttons next to your choice. **Click on** each box that indicates how you heard about GeoCities. **Enter** the 'Verification Key,' which is the letters and numbers that appear in the displayed image. **Click** 'Submit' once you are done. **After that, click** the 'Build Website Now' button to create your site using Yahoo's Sitebuilder application. This program helps you create your Website even if you have no experience with coding or programming. **Finally, click** the 'Submit' button once you've finished making changes with Sitebuilder, and your Website will reflect the changes you've made.

Budi : Wow. I think we can do it.

Questions

1. What is Rama thinking about?
2. Does Budi agree with him?
3. What does Budi worry about?
4. What did Rama find from the internet?
5. Are they going to design a website for their company?
6. How does one go to Geocities start page?
7. In the form of what does the verification key appear?
8. What does Yahoo's Sitebuilder function?
9. When do you click the 'Submit' button?
10. When do you click the "Build Website Now" button?

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ *First of All, Enter Your Password*

1.

Listen to the dialogue again. In pairs, decide whether the statement is TRUE

(T) or FALSE (F). Give your reason.

STATEMENTS T/ F REASONS

1. Rama and Budi work in a big company.
2. The company has an expert in the webbing field.
3. The 'Sign In' link is to redirect to Geocities start page.

4. There is a series of questions that will be asked by Yahoo.
5. They need experience in coding and programming to design a website with Yahoo.

In pairs, study the following explanation.

□□□□ □

GIVING INSTRUCTIONS

When you want to describe how something is completed through a sequence of steps, you use some transitional signals. Here are examples of transitional signals:

Firstly, Then, Finally,

Secondly, Next, etc.

Thirdly, After that,

First of all, Later,

Besides using the transitional signals, you can also use the *imperative* form to give

instructions. Look at the example.

Example:

↯**Log in** to Yahoo home page.

↯**Click** the 'Sign Up Now' link.

↯**Click** the 'Submit' button once you've finished making changes with Sitebuilder.

↯**Enter** the 'Verification Key,' which is the letters and numbers that appear in the displayed image.

□□□□ □

Effective Communication | Unit 8 □□□

Work in pairs. Take turns with a partner to give the instructions based on the situations below.

1. You want to sell your cellular phone to your friend. You have to explain how to use each

feature on your cellular phone.

2. You want to introduce one of traditional foods to your friend who comes from another

region. You have to explain how to make that food.

3. You are able to make a handicraft and your friend is interested in learning it. You have to

explain the steps to your friend.

Make one sentence for each of clipped words below.

This text is a manual to use the facsimile (fax) machine. Can you use this

machine? Find out the steps by reading this text and then answer the questions to check your comprehension.

HOW TO USE THE FACSIMILE MACHINE

Firstly, check the fax machine plug. After you check the fax machine power supply, check to make sure that its telephone cord is plugged into a phone jack.

Then, insert the document that you want to fax into the "outgoing" fax tray. Although the machine differs, there will usually be an icon or picture directing the user where to place the outgoing document. Most fax machines require the user to insert the documents face down, but check your specific machine.

□□□□□□□

□□□□ □□

ad : advertisement mike : microphone

auto : automobile net : internet

bike : bicycle paper : newspaper

biz : business pic : picture

fax : facsimile telly : television

mag : magazine temp : temporary

worker

□□□□□□□□ □□□□□□□□□□□□□□□□

Picture 8.2.

Source: www.germes-online.com

DID YOU KNOW

THESE CLIPPED WORDS?

□□□□ □□

□□□ *First of All, Enter Your Password*

Next, dial the phone number to which you wish to send the document. In some offices, you

may need to dial a number such as "9" for an outside line. You may also need to include the area

or country code.

After that, wait for the receiving fax machine to "answer." You will hear a sound like a

computer modem: a series of high-pitched squeals and static-like noises.

Depending on your fax

machine, you may have to press the "Start" button to send your fax, or your model may

automatically start sending the fax by itself.

Later, look at the fax machine display console. It shows if pages have gone through

successfully or if you need to resend a fax due to an error. Generally, when a fax has gone

through successfully the machine will beep or display a "success" message. Then, stock your fax machine with plenty of paper in the "incoming" fax tray. If you receive a fax, it instantly prints on the paper provided. Even if it is out of paper, your fax machine will keep received faxes in its memory, and it will print them when you finally stock the machine with paper. Finally, note whether your fax machine has its own dedicated phone line. If so, it should receive faxes automatically. If you use one phone line for both your fax machine and a regular telephone, you may need to press "Start" to process an incoming fax. You can recognize an incoming fax easily; if you pick up the phone, you will hear the same modem sounds as when you are sending a fax.

Source: www.ehow.com

Questions

1. What do you have to do first when you want to use a fax machine?
2. Where do you insert the document you want to fax?
3. What do you do after you insert the document?
4. Should you always press the START button to send your fax?
5. Which part of the machine shows you whether the fax is successfully sent or not?
6. What does the machine do when the document has been sent?
7. Why do you have to stock paper in the incoming fax tray?
8. Will you lose your received fax if the machine is out of paper?
9. Which kind of machine receives faxes automatically?
10. How do you recognize an incoming fax?

Vocabulary

automatically (*kk*) : secara otomatis plug (*kb*) : steker
console (*kb*) : panel plug (*kkt*) : mencocokkan steker
cord (*kb*) : kabel require (*kkt*) : memerlukan
include (*kkt*) : mencakup squeal (*kb*) : lengkingan
jack (*kb*) : stop kontak tray (*kb*) : wadah

Effective Communication | Unit 8 □□□

Tell the class how to use the facsimile machine in your own words based on the text.

Today, global warming issues are very popular. Everyone wants to do something to save the environment. Recycling paper is a good start to make

a better condition. Here are sentences that will explain about recycling

paper. Arrange them into a good order. Then, compare your work with your classmates'.

- a. Then, soak paper pieces in enough water for at least 5 minutes.
- b. Blend until the paper and water becomes a thick paste.
- c. First of all, cut or tear paper into small pieces.
- d. Take the paste from the blender and strain most of the water from the paper.
- e. After that, boil the water and paper pieces on a stove for at least 15 minutes.
- f. While boiling the water and paper, stir every 1 or 2 minutes to make sure all the paper is evenly softened.
- g. Add glue to the paste to make a structure.
- h. After the boiling process, put the paper and water in a strainer and strain all the hot water out.
- i. Then, spread the pulp on a cookie sheet and flatten with a rolling pin to desired thickness and use a sponge to soak up excess water.
- j. Next, scoop the paper into a blender and add just enough water to cover the paper.
- k. Finally, leave dry for at least one day.

Source: www.wikihow.com

□□□□□□□

□□□□□□□

Vocabulary

blend (*kkt*) : mencampur soak (*kkt*) : merendam
boil (*kkt*) : merebus spread (*kkt*) : menyebarkan
paste (*kb*) : adonan stir (*kkt*) : mengaduk
pulp (*kb*) : bubur kertas strain (*kkt*) : mengeringkan
rolling pin (*kb*) : pemipih adonan tear (*kkt*) : menyobek
scoop (*kkt*) : mencedok

□□□ *First of All, Enter Your Password*

You have jumbled paragraphs about how to use the silverware with dining

American-style and European-style. In pairs, arrange the paragraphs into a good order.

Table manners play an important part in making a positive impression. They are visible signals of our manners. Therefore, they are essential to professional success. Despite whether we are having lunch with a

prospective employer or dinner with a business associate, our manners can speak volumes about us as professionals.

1. Dining American-style

□□□□□□□□□□□□□□□□□□□□□□□□
□□□□□□

Picture 8.3.

Source: www.homecooking.about.com

First of all, when cutting a piece of food, place your fork in your left hand with the

handle hidden in the palm of your hand and the fork tines down. Place the knife in your

right hand with the handle hidden and the serrated edge facing the plate.

1

After that, when you choose to lay your utensils down to rest or to listen more intently to the people with whom you're dining, the "rest" position should place the knife

across the top of the plate with the serrated edge toward you. Place your fork, tines up,

with its handle resting on the lower right side of the plate.

Finally, when you have completed your meal, place your fork across the centre of

the plate with the handle to the right and the fork tines down. Bring your knife from

across the top of the plate and place it next to the fork with the blade still facing you.

Then, after cutting one piece of food, lay your knife across the top of your plate

with the serrated edge facing you. Transfer the fork from your left hand to your right. The

fork handle now is showing between your index finger and thumb and the tines facing up.

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2. Dining European-style

Source: www.homecooking.about.com

Practise both of the styles with your classmates. Your teacher will make sure

whether you do it right.

Vocabulary

fork tine (kb) : gigi garpu serrated (ks) : bergerigi

pierce (kkt) : menusuk utensil (kb) : perkakas

After that, when you want to rest, place your knife on the plate first, with its handle

to the lower right of the plate. Place your fork, tines down, on the lower left of the plate so

that the fork and the knife cross.

Finally, when you've completed your meal, place your utensils in a 12 o'clock and

6 o'clock position.

Then, the fork remains in your left hand, tines facing down, and the knife in your

right hand. Simply eat the cut pieces of food by picking them up with your fork still in

your left hand.

Firstly, cut your meat by holding your knife in your right hand while securing your

food with your fork in your left hand with the fork tines piercing the food to secure it on

the plate. Cut a few bite-size pieces of food, and then lay your knife across the top edge

of your plate with the sharp edge of the blade facing in.

□□□□□□□

□□□ *First of All, Enter Your Password*

Are you interested in making a yummy No-Bake-Cherry-Cheesecake?

Just arrange these jumbled instructions into the right order.

The pictures provided will be helpful for you.

1. Soften the cream cheese by letting it stand for about 10 minutes at room temperature.

2. Chill lemon juice in refrigerator for 5 minutes.

3.

.....

4. Add the lemon using a wooden spoon for stirring.

5.

.....

6.

.....

7.

.....

□□□□□□□

No-Bake-Cherry-Cheesecake

⌘ Top the cheesecake with cherry pie filling.

⌘ Add the lemon using a wooden spoon for stirring.

⌘ Chill the cheesecake for another 10 minutes

⌘ Chill lemon juice in refrigerator for 5 minutes.

⌘ Serve it.

ℵ Soften the cream cheese by letting it stand for about 10 minutes at room temperature.

ℵ Mix together the softened cream cheese, sweetened condensed milk, and vanilla in a large mixing bowl until smooth.

ℵ Pour the batter into the pie crust. Spread the cheesecake filling evenly throughout the pie crust.

ℵ Chill this cheesecake in the refrigerator for 20 minutes or until cold.

ℵ Put cherries on top of the cheesecake.

ℵ

Picture 8.4

Source: www.wikihow.com

Picture 8.6

Picture 8.7

Picture 8.7

Picture 8.5

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8.

.....

9. Chill the cheesecake for another 10 minutes.

10. Serve.

Source (Text & Pictures 8.5 – 8.8). : www.wikihow.com

Match the pictures and instructions below. Then, arrange them into a good

order of setting up a pulley system.

1. Then, tie a loop in the rope, about 4 feet or 1.2 metres away from the bumper, using a bowline or figure of eight knot.

2. Firstly, tie the rope to the vehicle using a bowline knot. Do not tie the rope directly to your bumper. Use a tow hook or solid part of the frame.

3. Next, feed the long end of the rope through the loop, thus creating a second loop, about 4 feet (1.2 meters) long.

4. Later, thread the long end through the last loop created.

Picture 8.8

If your car or van gets stuck in the mud or a ditch, a single person can pull it out with

the aid of a rope, as well as a tree or a post. You have to set up a pulley system that can

double your strength. This can come in handy, such as if there is no other vehicle available to

pull the vehicle out for you, or in cases where pushing the vehicle isn't working (such as if

your feet keep sliding on mud).

b

a

c

d

□□□□□□□

Picture 8.12

Picture 8.11

Picture 8.10

Picture 8.9

□□□ ***First of All, Enter Your Password***

5. After that, pass the long end of the rope around a tree or a post.

6. Finally, grab the free end of the rope and start pulling in a continuous movement. Make sure your grip is good, and lean back. Once you overcome the inertia of the van or car, *this should move relatively easy.*

Source (text & Pictures 8. 9 – 8.14): www.wikihow.com

Write a short instruction based on the text below.

Use the imperative form and transitional signals you have learnt.

HOW TO SAVE A WET CELL PHONE

Have you ever dropped your cell phone in the sink, or even worse, the toilet? It usually

means you have to replace your phone, but sometimes if you are fast, you can save the phone!

Although the plastic covers on cell phones are quite tight, water can enter the phone over time. So,

you have to get it out of the water as soon as possible. After grabbing the phone from the water,

removing the battery is one important thing to do. If you have a GSM carrier, remove your SIM

card. But you do not need to heat it.

You just pat it dry and leave it aside until you need to

connect your phone to your cellular network. Obviously you need to remove as much of the water as soon as possible. Remove any covers and external connectors to open up as many gaps, slots, and crevices as possible. If it is possible, you can use a vacuum.

This is the fastest method and can completely dry out your phone and get it working in thirty minutes. However, you are not allowed to hold the vacuum too close to the phone, as a vacuum can create static electricity. You can use a substance with a high affinity for water to help draw out moisture. For example, you can leave your phone in a bowl of uncooked rice over night because the rice will absorb any remaining moisture.

To evacuate all the moisture and humidity, leave the phone sit on an absorbent towels, napkin, or other paper. After waiting for a day, test your cell phone. If it does not work, try to pluge it into its charger without the battery. If this works, it means you need a new battery. If this does not work, you should try to take your cell phone to an authorized dealer.

Source: www.wikihow.com

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□□□□□□□□

Picture 8.15

Source: www.wikihow.com

e

Picture 8.14 f

Picture 8.13

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Take a look at the following pictures.

Write instructions based on each picture.

1. (mix).....

.....

2. (prepare).....

.....

3. (massage).....

.....

4. (sew).....

.....

5. (slice).....

.....

Pictures (8.16 – 8.18) source: www.wikihow.com

Pictures (8.19– 8.20) source: www.google.co.id

□□□□□□□□

Picture 8.16

Picture 8.18

Picture 8.17

Picture 8.20

Picture 8.19

□□□ **First of All, Enter Your Password**

Work in groups of four. Create an imaginary thing in your mind. Present how

to use it to the class and show its picture or model.

For example:

“.... We have created a wonderful thing called a go-anywhere door. Its function is to take you

anywhere you want. Now, we are going to explain how to operate this stuff. First of all... “

Let's play the "Pass the Ball" game.

In this game, you are going to learn giving oral instructions spontaneously.

Write useful tips of your daily life. Compile all the tips from your classmates

and put them on the display board.

Find two manuals/instructions in your surroundings. Then, present them

to the class.

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⌚ **To begin the game, students sit in a circle.**

⌚ **The teacher will select one student to hold the ball (the first holder).**

⌚ **The teacher will give that student the clue: "Mention 3 steps to make fried**

rice. Pass the ball."

⌚ **As soon as the teacher says "Pass the ball," the student holding the ball**

passes it to the right.

⌚ **Students quickly pass the ball around the circle.**

⌚ **If the ball returns to the first holder before he/she mentions 3 steps to make**

fried rice, the first holder still become a holder.

⌚ **Otherwise, the person who gets the ball when the first holder finishes**

mentioning 3 steps to make fried rice is the new holder.

Source: www.educationworld.com

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How much improvement have you made after learning English in this unit? Write down your

reflection in the space below. Put a tick (☐) in the right column to indicate how much you

have learnt.

Aspects Very much Much Little

Giving instructions by using transitional signals and imperative forms

Arranging procedure/manual instructions to use something

Cross cultural understanding: *dining American style and European style*

Writing useful tips of daily life

Vocabulary

In this unit, you have learnt how to give instructions by using transitional signals and imperative forms.

a. Transitional signals

Firstly, Then, Finally,

Secondly, Next,

Thirdly, After that,

First of all, Later,

b. Imperative form

Study these sentences.

✂ First of all, you log in to Yahoo! home page.

✂ Then, you click the 'Sign Up Now' link.

In the imperative form, you remove the subject of the sentence so that those sentences will be:

✂ Log in to Yahoo home page.

✂ Click the 'Sign Up Now' link.

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□□□□□□□□ □□□□□□□□□□

□□□ *First of All, Enter Your Password*

authorise □□□□□□□□□□ (kkt) :memberi kuasa

blend □□□□□□□□ (kkt) :mencampur

boil □□□□□□ (kkt) :merebus

confirm □□□□□□□□□□ (kkt) :menegaskan

confirmation □□□□□□□□□□□□ (kb) :penegasan/pengesahan

define □□□□□□□□□□□□ (kkt) :mendefinisikan/menetapkan

fork tine □□□□□□□□□□□□ (kb) :gigi garpu

navigation □□□□□□□□□□□□ (kb) :navigasi

paste □□□□□□□□ (kb) :adonan

pierce □□□□□□□□ (kkt) :menusuk

pulp □□□□□□□ (kb) :bubur kertas

review □□□□□□□□□□ (kkt) :meninjau

rolling pin □□□□□□□□□□□□□□ (kb) :pemipih adonan

scoop □□□□□□□□□□ (kkt) :mencedok

serrated □□□□□□□□□□□□□□ (ks) :bergerigi tajam

soak □□□□□□□□ (kkt) :merendam

spread □□□□□□□□ (kkt) :menyebarkan

stir □□□□□□□ (kkt) :mengaduk

strain □□□□□□□□□□ (kkt) :menyaring

tear □□□□□□□□ (kkt) :menyobek

utensil □□□□□□□□□□□□ (kb) :perkakas

□□□□□□□□□□ lary List

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Everyone has his/her own opinion and has the right to express it.

What do you do if you have an opinion? Do you just keep it? Or express it

freely? Now, in small groups of three or four, discuss the following questions. State your argument.

1. Do you agree with the passing grade standard for the national examination? Why?

2. How about the talent contests on television? What is your opinion about it? State your argument.

You will hear the following words in your listening task. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find their

meanings in your dictionary.

WORDS MEANINGS

cost □□□□□□□□ (kki)

deal with □□□□□□□□□□□□ (kkt)

evicted □□□□□□□□□□ (ks)

exhausted □□□□□□□□□□□□ (ks)

hire □□□□□□□□ (kkt)

overwhelm □□□□□□□□□□□□ (kkt)

trash □□□□□□□□ (kb)

wasteful □□□□□□□□□□□□ (ks)

workload □□□□□□□□□□□□ (kb)

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I AGREE WITH YOU UNIT

9

Expressing what we feel and think is good as long as we know how to express them properly. Do you want to know how to do it very well? Learn useful expressions and more in this unit.

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□□□ *I Agree with You*

Work in pairs. Listen to the dialogues and answer the questions based on the

information you hear. Then, compare your answer with your partner's.

The listening script is in the appendix.

Dialogue 1 is for questions 1-5.

1. Can Trisno have a vacation?
2. Why does Erik think that Trisno needs a break?
3. Trisno is always very busy. Why?
4. What is Erik's advice about Trisno's workload?
5. What does he say?

Dialogue 2 is for questions 6-10.

6. Why does Rita dislike her roommate?
7. What does Ratih suggest to her?
8. Has Rita tried to tell her roommate about her complaint?
9. Did her effort work?
10. What will she do next?

Dialogue 3 is for questions 11-15.

11. What does Nura see next to the photocopier?
12. What does she feel about that?
13. What is the paper waste for?
14. Does Nura agree with the company's way in dealing with paper waste?
15. What is Esti's suggestion?

This dialogue is a part of a situation in a meeting. Study the dialogue and

answer the questions. Then, compare your answers with your classmates'.

Samsul : Before I begin the report, I'd like to get some ideas from you all. How do you feel about rural sales in your sales districts? I suggest we go round the table first to get all of your input.

Nyoman : In my opinion, we have been focusing too much on urban customers and their needs. The way I see things, we need to return to our rural base by developing an advertising campaign to focus on their particular needs.
 Anita : I'm afraid, I don't agree with you. I think rural customers want to feel as important as our customers living in cities. I suggest we give our rural sales teams more help with advanced customer information reporting.
 Johan : Excuse me, I didn't catch that. Could you repeat that, please?
 Anita : I just stated that we need to give our rural sales teams better customer information reporting.

Nyoman : I don't quite follow you. What exactly do you mean?

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Anita : Well, we provide our city sales staff with database information on all of our larger clients. We should be providing the same sort of knowledge on our rural customers to our sales staff there.

Samsul : Would you like to add anything, Ms Mutia?

Mutia : I must admit I never thought about rural sales that way before. I have to agree with Ms Anita.

Samsul : Well, let me begin my presentation. As you can see, we are developing new methods to reach out to our rural customers.

Nyoman : I suggest we break up into groups and discuss the ideas we've presented.

Samsul : That's a good idea.

Source: www.teachingenglishzone.blogspot.com

Questions

1. What is the topic of the meeting?
2. Who is the first giving the input?
3. What is the first input?
4. Does Anita agree with the input?
5. What does she say?
6. Who agrees with Anita?
7. How does she express her agreement?
8. Why does she agree with Anita's opinion?
9. What does Nyoman suggest to the members?
10. Is his suggestion accepted?

Study the expressions below.

Giving Opinions

Here are some expressions usually used to give opinions.

In my opinion...

I think...

I (really) feel that...

The way I see things...

If you ask me,... I tend to think that...

Giving Suggestions

The following expressions are usually used when we suggest someone to do something.

I suggest...

Why don't ...

Why not...

How about...

□□□□□□

□□□ *I Agree with You*

Work in groups of three. Take turns to give your opinions on the following

subjects. You may also use the expression of stating preferences. You learnt

them in Unit 4, didn't you?

Example: Tukul or Aming

A: Which one is your favourite comedian, Tukul or Aming?

B: I think I prefer Tukul to Aming.

C: Why?

A: In my opinion, he seems to be low-profile and the jokes that he has are original.

1. Doraemon or Spongebob Squarepants.

2. High school or vocational school.

3. Beauty or intelligence.

4. Popularity or intelligence.

5. White lie or honesty.

Now, give suggestions on the situations below.

1. Your staff member wants to quit from his job and tries to find a new one to get a better salary.

2. Your colleague wants to open a new branch office in a remote area.

3. Your friend is going to have his first time interview.

4. Your brother has not got a job yet. He thinks he will get it more easily if his English is good.

5. Your sister argues with her best friend for a trivial problem.

This is a dialogue between staff members. They are talking about the meeting they just attended. Study the dialogue and answer the questions that follow.

Nia : Well, that was one of the lively committee meetings I've attended.

Udin : I agree with you. The discussion became quite heated at times.

Nia : I felt a bit sorry for Dita when she challenged the chairman about the accounts.

Udin : I did too. The chairman really made mincemeat of her.

Nia : That was because Dita hadn't got all her facts right.

Udin : That's right. I think she'll prepare a bit more thoroughly next time she thinks

about doing something like that.

Source: www.dailyenglish626.com

Questions

- 1. What does Nia think about the meeting?**
- 2. Does Udin agree with her?**
- 3. What does he say?**
- 4. Why did Nia feel sorry to Dita?**
- 5. Could the chairman beat Dita's argument?**

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Study the expressions below.

Agreement

Strong

agreement

Neutral

agreement

Partial

agreement

Softening strong

agreement

I completely agree. I agree with you. I would tend to agree with you on that.

Frankly...

I agree entirely with your point of view.

I think we are in agreement on that.

I agree in principle, but...

To be quite frank...

I am in total
agreement.

I think you are right. I agree with you on
the whole, but it
could be said that...

With respect...

Disagreement

Strong
disagreement

Neutral
disagreement

Softening neutral
disagreement

Tactful
disagreement

I totally disagree with
you.

I really can't agree
with you.

I'm afraid I disagree
with you.

I agree up to a point,
but...

I don't agree at all. I feel I must
disagree.

I respect your
opinion, of course,
however...

You have a point
there, but...

You're completely
mistaken.

I can't accept your
point of view.

I'm sorry... To a certain extent I
agree with you, but...

*Write down the expressions you find in the previous dialogues in Task 4
and*

Task 5 in the table below. Here is an example for you.

AGREEMENT DISAGREEMENT OPINION SUGGESTION

.... I'm afraid. I don't agree
with you.

... ..
.....
.....
.....
.....
.....
.....

□□□□ □□

□□□□□□

□□□ *I Agree with You*

Work in pairs and make dialogues based on the situations below.

Then, act them out.

Situation 1

Your friend wants to be an immigrant worker to get a better payment.

You disagree with him/her

and try to convince him/her.

Player A's role:

✂to convince player B to make up his/her mind to work abroad by giving facts

✂to give a suggestion as the solution

Player B's role:

✂to convince player A that working abroad is not as bad as he/she thinks by giving facts

Situation 2

Your friend decides to continue his/her study, but his/her parents do not support him/her. You help

him/her convince his/her parents about the decision. You have to

persuade them by giving your

opinions supported by reasonable arguments.

Player A's role:

✂to persuade player B to support his/her child to continue his/her study by giving reasonable

arguments

Player B's role:

✂to beat player A's arguments by giving reasonable arguments

✂to give another option as the solution

Situation 3

Your friend wants to leave his/her job, but he/she is still not sure yet.

You agree with him/her and

try to make him/her sure with his/her decision.

Player A's role:

✂to convince him/her that his/her decision is right by giving reasonable arguments

Player B's role:

⌘to keep yourself doubtful and questioning player's A opinion.

Note: Don' forget to use the expressions you have learnt before.

□□□□ □□

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Have you ever debated something with your friend or a group of people? Do

you know the techniques on debating? Read and study the explanation below to know more about the techniques on debating.

Techniques on Debating

There are several formats of debating. However, Australian debating format is considered

as a friendlier format for the beginner. This is because it does not have intervention between

speeches (or Points of Information, POI). Speaking time is 7 minutes for substantive speeches and

5 minutes for reply speeches.

Affirmative Negative

AFFIRMATIVE NEGATIVE

Prime minister/1st speaker

⌘Establish a context (background)

⌘State the motion

⌘Explain the link from the motion to the definition

⌘Describe the full definition and its parameters and disclaimers

⌘Outline what the first speaker and second speaker are going to say

⌘Elaborate his/her speech

⌘Sum up his/her speech

Leader of Opposition/1st speaker

⌘Give an opening statement

⌘Ask questions regarding the definition, if there is anything unclear, state the assumptions

⌘State the negotiation

⌘Outline what the 1st and 2nd speakers are going to say

⌘Refute the 1st speaker of the affirmative

⌘Elaborate his/her speech

⌘Sum up his/her speech

Deputy Prime Minister/2nd speaker

✂ Clarify the debate, reaffirm the team's stance

✂ Refute the 1st speaker of the negative

✂ Elaborate his/her speech

✂ Sum up his/her speech

Deputy Leader of Opposition/2nd speaker

✂ Clarify the debate, reaffirm the team's stance

✂ Refute the 2nd speaker of the affirmative

✂ Elaborate his/her speech

✂ Sum up his/her speech

Government whip/ 3rd speaker

✂ Clarify the debate, reaffirm the team's stance

Opposition whip/ 3rd speaker

✂ Clarify the debate, reaffirm the team's stance

1st speaker (7 minutes)

2nd speaker (7 minutes)

3rd speaker (7 minutes)

Reply (5 minutes)

1st speaker (7 minutes)

2nd speaker (7 minutes)

3rd speaker (7 minutes)

Reply (5 minutes)

□□□□□□□

□□□ ***I Agree with You***

✂ Deliver rebuttals against the negative team

✂ Strengthen his/her team's case

✂ Sum up his/her speech.

✂ Deliver rebuttals against the affirmative team

✂ Strengthen his/her team's case

✂ Sum up his/her speech

Reply (1st/ 2nd)

✂ Deliver a biased summary of the debates:

✂ What are the major arguments supported or refuted by the teams?

✂ Compare both team's arguments

✂ Conclude

Reply (1st/ 2nd)

✂ Deliver a biased summary of the debates:

What are the major arguments supported or refuted by the teams?

✂ Compare both team's arguments

✂ Conclude

Elements of a case

Motion is a debating topic. It is normally in the form of statements. The affirmative team should

support it and the negative one should oppose it.

How to define the motion? We, as the affirmative teams, have to identify:

- a. key words of the motion
- b. issues related to the motion
- c. the choice of philosophical or proposal debates
- d. parameter and disclaimer

If you are the negative, you have to identify:

- a. the current issue
- b. the possible definition from the affirmative
- c. negation of the possible definition

Arguments have to be relevant and logical. Answer the 'how' and 'why' questions of the debate.

Rebuttals are opposing statements against the opponent's argument.

Rebuttals also have to be relevant and logical.

Source: Technical Assistant on Debating

Work in groups of three or four to discuss the following issues. Your teacher

is going to divide the class into affirmative and negative teams.

1. The government should not increase the gasoline and fuel price.
2. Reducing plastic bags usage supports anti-global warming action.
3. Parents have endangered their children by choosing snacks over milk.
4. A natural disaster will increase corruption in Indonesia.
5. Health is one of the benefits of love.

□□□□□□

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Do you think that Indonesians have low capabilities? If so, what must we do?

You can find the answer in this reading text.

Vocational Education Must Provide Students with Life Skills

The issue of teaching life skills has recently drawn the attention of educators. The schools --

even vocational schools -- throughout the country have not provided students with competitive life skills. It is high time for education planners in this country to redefine vocational education in a comprehensive way. Labour and vocational problems are now largely dependent on global forces. There must be integrative life planning bringing together many aspects of people's lives, their communities, and the larger society. First of all, vocational planning should accommodate the changing global context. Vocational school students should know various jobs in the local and global settings. So, the vocational school curriculum should incorporate skills to enable students to work overseas, such as midwifery, international communication services, and computer and language skills for vocational purposes. Second, vocational planning should put lives into a meaningful whole. Usually, it is believed that people need to work to live. However, work alone cannot provide us with all that we want. Instead, we want a balance between work and other life functions. Students should be advised to prioritize work according to their unique individual, family, work, and community needs and values. Third, vocational planning should value pluralism. As a nation with ethnic, racial, religious, and geographic diversity, we need an educational system that promotes an understanding of differences. Expatriates and foreign business circles in Indonesia should have an informed awareness of the sense of spirituality. It will strengthen the employees' commitment to their work. Fourth, vocational planning should manage personal transitions and organizational changes. The most salient characteristic of globalization is change. Employees should be knowledgeable about the potential organizational change at the workplace. They should also be taught how to manage the process. Different companies develop their own company culture so that students should be made familiar with those cultures. It will help them prepare themselves to successfully

manage organizational change.

In summary, above guidelines are translations of the modern approach to career

development. Vocational schooling and vocational training for

graduates need to be redefined in a

comprehensive and interdisciplinary way. Various dimensions of life are pieces that when put

together make a whole. So, they must be taken into consideration.

Source: www.jakartapost.com

midwifery □□□□□□□□□□□□□□ (kb) : kebidanan

incorporate (kkt) : menggabungkan

recently (kk) : akhir-akhir ini

redefine (kkt) : mendefinisikan ulang

□□□□□□□□□□□□□□□□□□□□

□□□□ □□

□□□ I Agree with You

Answer the following questions. Then, discuss the answers with the class.

1. What is the main idea of paragraph 1?

2. Why should vocational planning value pluralism?

3. Why do we need an educational system that promotes an understanding of differences?

4. Why should the vocational school curriculum incorporate skills to enable students to work overseas?

5. Why do vocational schooling and vocational training for graduates need to be redefined in a comprehensive and interdisciplinary way?

Check your comprehension by examining which statement is TRUE (T) and

FALSE (F).

STATEMENTS T / F EVIDENCE

1. Vocational school students are prepared with competitive life skills.

2. Interactive life planning separates the aspects of people's life.

3. Vocational planning has accommodated the changing global context.

4. Students have to be familiar with companies' cultures.

5. Indonesian workers are able to compete with those from other countries.

6. We want a balance between work and other life functions.

7. Vocational schooling and vocational training for graduates need to be redefined in a comprehensive and interdisciplinary way.

8. The sense of spirituality is not considered in business.

9. Knowing and observing what is going on in other companies or non-business institutions is important.

10. Vocational school students should not be exposed to various jobs in the local and global settings.

□□□□□□□

□□□□□□□

Effective Communication | Unit 9 □□□

Recall what the writer suggests to improve the quality of Indonesian workers.

What do you think about government-ordered transition from kerosene to

LPG? Is it successful? Now, find facts from the text below stating that people

are quite satisfied with the transition.

LPG Sell Like Hot Cakes among Street Vendors

Street vendors in the city have made a smooth transition from using kerosene to liquefied petroleum gas (LPG) with the availability of portable stoves. More street vendors now use portable gas stoves.

Budi, who sells chicken noodles in front of a state elementary school in Slipi, Central Jakarta, has been using a gas stove for six months. He said that LPG is cheaper and more efficient than kerosene. He only spends between Rp 13,000 and Rp 15,000 to refill a three-kilogram container, which lasts for two or three days. He said besides being cheaper, LPG also produced a stronger flame, allowing him to cook faster. It only takes about 15 minutes to cook a big pan of noodles, while it would take more than 20 minutes using a kerosene stove. Budi has been using the portable gas stove since

the price of kerosene increased and its supply became scarce in the city.

Budi previously used a gas stove provided by the city administration but it was too bulky to fit into his cart. Other street vendors are also facing the same problem, which has led to household appliance stores creatively assembling stoves for the high mobility needs of street vendors. Budi said that the stove is more practical compared to the one distributed by the government. It is small enough to fit into his cart. In spite of this little problem, this government's project still brings advantages to the people.

Source: www.thejakartapost.com

□□□□□□□□

□□□□□□□□

Picture 9.1

Source: www.thejakartapost.com

□□□ **I Agree with You**

Now, let's practise building arguments. Look at the example.

ISSUES OPINION ARGUMENTS

1. We ban sinetrons. Agree *Sinetrons* are not educative, especially for children.

Fact(s): *You can see children nowadays like to imitate what they see and hear from sinetrons, They start misbehaving like yelling and saying something rude, even to their parents.*

(Find another argument)

Disagree *Sinetrons* are not dangerous as long as we can choose the good ones. Not all *sinetrons* are bad.

Fact(s): *Keluarga Cemara is an example of good sinetrons.*

Solution: *We have to support such sinetrons, so that they can reach a high rating. As a result, the producer will make good sinetrons because of the high interest coming from society.*

(find another argument)

2. We support talent contests.

Agree

Disagree

3. We regret for quizzes via short messages.

Disagree

You know how to debate, don't you? Now, it is time to practise debating. Choose three of the motions below.

- [illegible]

Give your response to the following statements.

Indonesian people to be immigrant workers.

I prefer local products to imported ones.

In my opinion, children should not join the singing talent contest on TV.

The Wonder Owen

make him so special. Firstly, of course it is his dazzling abilities: breathtaking pace, agility, finding

the net from every conceivable angle and deadly goal-scoring instinct.

Owen was once a captain

for U-16 England's cricket team and is also a great golfer. Secondly, it is his down-to-earth,

immense desire to win, and his well-tempered attitude. It makes many people respect and admire

him. Thirdly, he has a good-looking face and smile which attracts producers to invite him to appear

Source: Cool 'n Smart Vol. 1 No.8

Access the internet or read newspapers and magazines to find two recent

--	--	--	--	--	--	--



--	--	--	--	--	--	--

agreement

I completely agree. I agree with you. I would tend to agree with you on that.

Frankly...

I agree entirely with your point of view.

I think we are in agreement on that.

I agree in principle, but...

To be quite frank...

I am in total agreement.

I think you are right. I agree with you on the whole, but it could be said that...

With respect...

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Effective Communication | Unit 9 ☐ ☐ ☐

2. How to express a disagreement

Strong

disagreement

Neutral

disagreement

Softening neutral

disagreement

Tactful

disagreement

I totally disagree with you.

I really can't agree with you.

I'm afraid I disagree with you.

I agree up to a point, but...

I don't agree at all. I feel I must disagree.

I respect your opinion, of course, however...

You have a point there, but...

You're completely
mistaken.

I can't accept your
point of view.

I'm sorry... To a certain extent I
agree with you, but...

3. How to give opinions

In my opinion...

I think...

I (really) feel that...

The way I see things...

If you ask me,... I tend to think that...

4. How to give suggestions

I suggest...

Why don't ...

Why not...

How about...

cost □□□□□□ (kb) : harga

deal with □□□□□□□□□□□□ (kkt) : mengatasi

exhausted □□□□□□□□□□□□ (ks) : sangat lelah

hire □□□□□□□□ (kkt) : memperkerjakan

incorporate □□□□□□□□□□□□ (kkt) : menggabungkan

midwifery □□□□□□□□□□□□ (kb) : kebidanan

overseas □□□□□□□□□□□□ (ks) : luar negeri

overwhelm □□□□□□□□□□□□ (kkt) : diliputi

recently □□□□□□□□□□□□ (kk) : saat ini

redefine □□□□□□□□□□□□ (kkt) : mendefinisi ulang

trash □□□□□□□□ (kb) : sampah

wasteful □□□□□□□□□□□□ (ks) : boros

workload □□□□□□□□□□□□ (kb) : beban kerja

□□□□□□□□□□□□□□□□

□□□ I Agree with You

DID YOU KNOW?

TIME MANAGEMENT

In today's fast movement world, if we cannot
manage our time, it will manage us. For most of
professionals, they commonly hint the old English
proverb – time is money – to manage their time. Actually,
it is not all about the money. Time management is a very
important aspect in our life. Now, pay close attention and
use this time management story to show how planning is
the key to time management.

A lecturer at a university is giving a pre-exam

lecture on time management. On his desk there are a bag of sand, a bag of pebbles, some big rocks and a bucket. He asks for a volunteer to put all three grades of stone into the bucket, and a keen student duly steps up to carry out the task, starting with the sand, then the pebbles, then the rocks, which do not all fit in the bucket. "The is an analogy of poor time management," trills the lecturer, "If you'd have put the rocks in first, then the pebbles, then the sand, all three would have fit. This is much like time management, in that by completing your biggest tasks first, you leave room to complete your medium tasks, then your smaller ones. By completing your smallest tasks first you spend so much time on them and you leave yourself unable to complete either medium or large tasks satisfactorily. Let me show you." Then, the lecturer re-fills the bucket, big rocks first, then pebbles, then sand, shaking the bucket between each so that everything fits. "But Sir," says one student, slouched at the back of the row, "You've forgotten one thing.." at which the student approaches the bucket, produces a can of coke, opens it and pours into the bucket. "No matter how busy you are," quips the student with a smile, "There's always time for a quick coke." Finally, at the end of the lecture, the lecturer delivers some tips of time management to his students. First, plan and prioritise our activities. Set realistic deadlines for the things we want to achieve. If we have to have meetings, be clear about the agenda and make sure who are attending, and are aware of it as well. Start our meeting on time and finish on time. Unexpected visitors can be handled adroitly so that they do not eat up too much time. Transform our waiting time by taking along some of our work which can be finished while waiting for an appointment. Be gracious with people but ruthless with time! After all, never put off until later what you can do right now.

Source: <http://www.google.com/search?Article.making+arrangement,+appointment,etiquette.html>

Picture 7.16

Source: www.clickart.com

Picture 7.15

Source: www.shutterstock.com

REVIEW 2 □□□

Listening Section

In this part, you will listen to short conversations between two people.

Choose the best

answer to each question. Answer the questions on the basis of what is stated or implied by the

speakers. (*The listening script is in the appendix*).

Passage 1 is for number 1-5.

1. What will the manager do on Monday?

- a. He will have a general check up.
- b. He will have meetings with Jayagiri's Board.
- c. He will have a dinner.
- d. He will supervise the branch offices in Balikpapan.

2. When will he have a general check up?

- a. On Tuesday
- b. On Wednesday
- c. On Thursday
- d. On Friday

3. What time will he have a dinner?

- a. At 6 p.m.
- b. At 7 p.m.
- c. At 8 p.m.
- d. At 9 p.m.

4. Where will he have the dinner?

- a. In Antasari Hotel.
- b. In Balikpapan.
- c. In Kapuas Resto.
- d. In Banjarmasin.

5. What will the manager do on Wednesday and Thursday?

- a. He will supervise the branch offices.
- b. He will play golf.
- c. He will have dinner.
- d. He will be very busy.

Passage 2 is for number 6-10

REVIEW 2

□□□ **REVIEW 2**

6. When was Einstein born?

- a. March 14th, 1879.
- b. March 14th, 1878.

- c. March 4th, 1879.
- d. March 4th, 1878.
- 7. Why did school made him bored?
 - a. It taught him nothing.
 - b. It required endless memorizing and reciting.
 - c. It commanded him not to memorize anything.
 - d. It did not allow him to play his violin.
- 8. What is the most famous theory of Einstein?
 - a. Electrical energy.
 - b. Gravity.
 - c. Atomic energy.
 - d. Physics.
- 9. What does Einstein's famous theory say?
 - a. Energy equals mass times the speed of light squared.
 - b. Energy unequals mass times the speed of light squared.
 - c. Energy equals the speed of light squared.
 - d. Energy equals mass squared.
- 10. Why did Einstein leave Germany?
 - a. Only few people understood him.
 - b. He wanted to spend his life in America.
 - c. Nazis rose power in Germany.
 - d. He did not want to be a lecture.



REVIEW 2 ☐☐☐

Reading Section

In this part, you have to choose the best answer to each question based on the alternatives given.

Text 1: questions 11 – 15

THE EARLY LIFE OF BARACK OBAMA

Barack Obama was born on August 4, 1961 in Honolulu, Hawaii. His father was a Kenyan named Barack Obama, Sr (Senior). His mother was a White American named Ann Dunham. His parents separated when he was two years old and later divorced. His father returned to Kenya and saw him only once more before he died in an automobile accident in 1982.

After the divorce, Obama's mother then married an Indonesian, Lolo Soentoro. The family then moved to his stepfather's home country in 1967. Obama attended local schools in Jakarta

until he was ten years old.

Obama returned to Honolulu in 1971. He lived with his maternal grandparents until his graduation from high school in 1979. After that, Obama moved to Los Angeles and studied at Occidental College for two years. He then transferred to Columbia University in New York City.

Obama entered Harvard Law School in late 1988. He was selected as an editor of the law review based on his grade and writing competition. In 1990, he became the first Black president of the Harvard Law Review. He graduated with *J.D. magna cum laude* from Harvard in 1989.

Source: www.en.wikipedia.org

□

Text 1: questions 11 – 15

11. What happened in 1982?

- a. Obama was born.
- b. Obama's father died.
- c. Obama moved to Indonesia.
- d. Obama graduated from high school.

12. The synonym of 'died' in paragraph 1 line 4 is....

- a. Flies away.
- b. Passed away.
- c. Went away.
- d. Threw away.

13. The statements below are true, *EXCEPT*:

- a. Obama's father was not an African.
- b. Obama was six years old when he moved to Jakarta.
- c. Obama was the first Black President of Harvard Law Review.
- d. Obama graduated from Harvard Law School with good marks.

14. When did Obama graduate from high school?

- a. In 1971.
- b. In 1979.
- c. In 1982.
- d. In 1988.

□□□ **REVIEW 2**

15. What does 'he' in paragraph 1 line 4 refer to?

- a. Obama.
- b. Obama's father.
- c. Obama's mother.
- d. Obama's stepfather.



Speaking Section

In this part, you should show your ability to speak in English.

Instruction: Work in pairs. Create a dialogue based on one of the following situations.

Then, act it out to the class.

16. Take turns with your partner to tell about your unforgettable experiences.

17. Make an instruction or a manual guide of how to use or make something. You may choose one of the following things or you may have your own choice. Then, tell it to your classmates.

- a. How to send a facsimile
- b. How to create a blog
- c. How to join a chatting room
- d. How to make your favourite food

18. Make a speech script about your opinion on an issue. Then, present it to the class orally.

Choose one of the following:

- a. All children in Indonesia must get free education.
- b. Indonesian workers must get trainings in life skills.
- c. Children need to be educated on the dangers of drug-taking.



Writing Section

In this part, you should show your ability to write in good English.

19. Write your own biography.

20. Write an email to your classmate and make an appointment with him/her. Use the future form and the expression of making an appointment.



Effective Communication □□□

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Garuda Indonesia Flight Magazine/October 2006

Effective Communication □□□

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<http://www.yahoo.com>
<http://www.yogyes.com>

□□□ *Elementary Level*

Appendix 1: Listening Scripts

Dialogue 1

Sophia walks into a boutique. She wants to buy a scarf.

Shop assistant : Hi, are you being helped?

Sophia : No, I'm not. I'm interested in some scarves.

Shop assistant : All our scarves are in this section. What do you think of this one here?

It's made of silk.

Sophia : Hm, it looks nice, but I'd like to have something warm for the winter.

Shop assistant : Maybe you would like a heavy wool scarf. How about this one?

Sophia : I think that's what I want. How much is it?

Shop assistant : It's...seventy-five dollars plus tax.

Sophia : It's a little expensive. Do you think it's possible to get a discount?

Shop assistant : Hmm, since you like it so much, how about a 10 percent discount. That's the best I can offer.

Sophia : That's good. Could you wrap it up for me?

Shop assistant : Sure.

Source: *www.focusenglish.com*

Dialogue 2

Nia is looking for a best seller book in a bookstore.

Nia : Do you have *Laskar Pelangi*?

Shop assistant : I'm afraid that it's sold out. It's been selling like hot cakes.

Nia : Are you serious?

Shop assistant : Yes! It's really popular. As soon as we stock them, they sell out.

Nia : When do you think you'll have more in stock?

Shop assistant : We should be getting some in by this afternoon.

Nia : Great! Can you hold one for me? I can't wait to get my hands on one.

Source: *www.dailyenglish626.com*

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Effective Communication □□□

Dialogue 3

A customer walks into a shoe store. She wants to buy a pair of new shoes for herself.

Customer : May I help you?

Shop assistant : Yes. Do you have these shoes in size seven?

Customer : I'm not sure. If you can't find them on the rack, they may be out of

stock. But let me look in the stockroom.

Shop assistant : Thanks. I'd like to try on a pair if you have them

Customer : I'll be right back.

Source: *www.focusenglish.com*

Passage 1

Fitri works for Marvell Company as a secretary. She graduated from a secretarial college. She is

known as a good secretary. She writes business letters and reports well. She also files in-coming

and out-going letters in order. She makes appointments and arranges her boss' agenda. She

never complains about her work. Fitri's boss says that she is diligent, helpful, and dependable.

Passage 2

Bambang is a waiter in a famous restaurant. He just completed his degree in a hotel and tourism

school. He always serves customers in a friendly way. He offers the menu, takes the orders, and

brings the food to the customers. He also gives the bill to them. The customers are always satisfied with his service and give him extra tips. Bambang's hard work brings himself to get an award as 'The Best Employee of the Year' in the restaurant.

Passage 3

Tia is an accountant. She graduated from a university and majored in accounting. She works for a developed company. She is always busy making financial reports of the company. She is so meticulous that she never makes any mistake in her work. She never delays doing her work and always finishes it before the deadline. Sometimes, she has to work late until 10 p.m. She is really a kind of perfectionist.

Here is a dialogue between Dhimas and Ilham. They are talking about a kind of job they will have after they graduate from school.

Dhimas : What kind of job would you like to get after your graduation, Ham?

Ilham : I don't know. I haven't thought about it yet. Can you help me choose my future job?

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□□□ *Elementary Level*

Dhimas : I think we have to start thinking about what things you like very much.

Ilham : Good idea. I like delicious food, of course.

Dhimas : Hahaha... Okay, if you like eating and cooking delicious food, you may take cooking as your job. You will work for a hotel or a restaurant. You can even make a new recipe.

Ilham : That sounds nice... but I don't like cooking. Let me see... I think I like writing, too.

Dhimas : You can become someone who hunts for news and writes about it in a newspaper. Or you can write stories and publish them as novels.

Ilham : Can you tell me a more challenging and adventurous job?

Dhimas : If you love the sky, have good health, and aren't afraid of height, you can fly an airplane.

Ilham : Umm.. I think I can't decide my future job now. But...how about you, Dhimas?

What do you want to be?

Dhimas : I want to be someone who works for a company and deals with the company's financial matters. I want to be responsible for the company's financial reports and the one who tells the company whether it is making or losing money.

Ilham : Cool...

Source: C'nS magazine Vol. 2 No. 12

A. Secretary: Techno Comp. Good Morning. Can I help you?

Caller : Good morning. (1) Could I speak to Helena Hasan, please?

Secretary: (2) Just a moment, please. I'll get her.

Caller : OK. Thank you.

B. Secretary: Good morning. National Bank. (3) Can I help you?

Caller : Good morning. (4) I'd like to speak to Mr Melson Santoso, please?

Secretary: I'm sorry, Ma'am. He has been away for a few days.

(5) Would you like to leave a message?

Caller : Please tell him to contact me as soon as possible.

Secretary: (6) Could I have your name, please?

Caller : Niken Aditya of Ancient and Modern Art Gallery.

Secretary: (7) Could I have your phone number, please?

Caller : Sure. +62 274 654 221.

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Effective Communication □□□

C. Secretary: Good afternoon. Marketing Department of Nusa Indah Corporation.

(8) May I help you?

Caller : Good afternoon. I'd like to speak to Mr Fahrur Assegaf.

Secretary: I'm sorry. (9) The line is engaged.

Do you want to hold on, or call again later?

Caller : (10) OK. I'll call again later.

Dona is a (1) new secretary in our company. One day, the telephone rang and she

answered it. "May I (2) speak to Mr Aji Danuarta, please?" a caller said.

"Who is (3) speaking, please?" Dona asked.

“Mr Alan Bagio,” the caller said.
 Dona put her hand over the mouthpiece and spoke to Mr Danuarta.
 “It’s Mr Alan Bagio, Sir,” she said. “He wants to speak to you.”
 “What... again!” Mr Danuarta exclaimed.
 “He wants to (4) sell us those (5) typewriters, doesn’t he?”
 “Yes, Sir,” Dona said.
 “He (6) called yesterday and he rang up (7) ten times last week,” added Dona.
 “We don’t (8) need new typewriters. I told him that yesterday,” Mr Danuarta said.
 “What shall I (9) say, Sir?” Dona asked.
 “Say that (10) I’m very busy and don’t want to be bothred,” Mr Danuarta said.
 Dona spoke into the receiver. “Mr Bagio,” she said, “I’m afraid you can’t speak to Mr Danuarta now. Mr Danuarta says that he’s very busy and doesn’t want to be bothered.”
 Mr Apryan Siregar has an appointment with Mr Fahrur Assegaf. Fitri, Mr Assegaf’s secretary, serves Mr Siregar first. “Good morning, Sir. Can I help you?” Fitri greets the guest.
 “Good morning. I am Apryan Siregar and I have an appointment with Mr Assegaf at 10 this morning,” the guest says.
 “Yes, Sir. But Mr Assegaf is still having a guest right now. He told me that he would be with you in a few minutes. Please have a seat, Sir.” Fitri says.
 “Thank you,” Mr Siregar says.
 Then, Fitri offers Mr Siregar to have some drink, “Would you like to have some drink, Sir? Tea, coffee or soft drink?”
 “Uhm... I’d like to have something fresh, please. I get rather thirsty.”
 “My pleasure, Sir. I’ll bring you some fresh coke.”
 “Thank you.”
 Fitri brings Mr Siregar some fresh coke, and then contacts Mr Assegaf.

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 □□□ *Elementary Level*

“Excuse me, Sir. Mr Siregar is waiting for you in my room now. He said that he has an appointment with you at 10 this morning.”

**“Yes, Fitri. Please send him into my room now,” Mr Assegaf asks.
“Mr Siregar, Mr Assegaf is expecting to meet you now. Please come this way.” Fitri
serves him up.
“Thank you.” Mr Siregar says.**

Dialogue 1

**Operational Manager : Dewi. Come to my room.
Secretary : Yes, Sir. Can I help you?
Operational Manager : I want you to write a memo to all the staff of the Operational and Financial Department.
Secretary : OK. What is the subject, Sir.
Operational Manager : Reducing financial plans.
Secretary : Mm.
Operational Manager : All the staff are expected to attend the meeting at 1 p.m. on Monday, January 16th. We are going to talk about the details of the reducing financial plans.
Secretary : OK. Anything else, Sir.
Operational Manager : Emphasize that there is no apology for the late one.
Secretary : OK, Sir. I'll do that soon.**

Dialogue 2

**Jaka : Sarah, could you please write an email for me?
Sarah : Sure. Which address shall I use?
Jaka : My address, jaka_jannaka@pustaka.com
Sarah : OK. And to whom will the email be sent to?
Jaka : Nisa Kamila. Her address is nisa_kmila@pustaka.com
Sarah : Mm. What is the message?
Jaka : First, thank her for the email asking for ways of proposing the office equipment purchase.
Sarah : OK.
Jaka : Please attach a word document with the details of financial plans.
Sarah : Mm.
Jaka : Also say to her that we also send a carboncopy to Artika Kartika.
Sarah : Is Artika's address still artika_krtika@pustaka.com?
Jaka : Yes.
Sarah : Is that all, Sir?
Jaka : Yes. I think that's all.**

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Effective Communication □□□

TRIUMPHANT BIKER RETURNS

If Nick Sanders looks tired, it was because he has just been on a very long journey – all around the world. Nick successfully completed the Mobil Challenge and became the fastest person ever to circle the globe overland on a motor vehicle. He travelled 29,000 kms across four continents in less than thirty-two days.

The route included the UK, France, Italy, Switzerland, Germany, the Czech Republic, Slovakia, Hungary, Romania, Bulgaria, Turkey, India, Thailand, Malaysia, Singapore, Australia, New Zealand, Canada, the USA, Portugal, and Spain – twenty-one countries in all.

Nick drove a regular production model Triumph Daytona motorcycle, but he took a lot of high-tech equipment along with him. IBM supplied him with a ThinkPad computer and a wireless telephone link so that he could connect to the Internet. And he had a Panasonic digital camera so that he could send pictures of his trip to a website at night. Guinness monitored his progress with a Global Positioning System unit on the bike. It relayed his position to a satellite every hour.

Source: [http:// www.oup.com](http://www.oup.com)

1.A: Which movie are we going to watch?

B: How about “Endless Love”?

A: Fine. I’ll get two tickets for us.

2.A: Will Nuri be home this evening?

B: I don’t think so. I guess she’ll be working late at the office.

3. A: What is Febri doing?

B: He is checking and counting the goods right now. He will send them tomorrow.

4.A: How high is the fine building right now?

B: It is 15 meters height, Sir.

A: When will it probably be finished?

B: If the plans run well, it probably will be finished in two months.

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□□□ *Elementary Level*

5. A: Will you come dinner with me tonight?

B: I'm afraid, I can't. I have to finish my report tonight and must submit it tomorrow morning.

A: Don't worry. I'll help you to finish it. Then, we can go to our favourite restaurant tonight.

B: That sounds good. You'll be my hero tonight.

A: Nisa Fauzi's speaking (1).

B: Good morning, Mrs Fauzi. This is Aji Pratama (2).

You remember we met at Jogja Book Fair two months ago.

A: Yes, of course. How are you?

B: Fine, thanks. I'm going to be in Maluku on Tuesday (3) and

Wednesday next week. How about

meeting (4) up to discuss whether Pustaka Company and Mega Book might work (5) together?

A: Just a moment, please. I'll check my diary (6). I won't be able to make it on Tuesday. I've got to

go to Jakarta. Would Wednesday suit you? How about lunch?

B: Sounds good. Shall I meet you at your office (7)? I've got the address.

A: Yes. Why don't you come (8) around here at about 11.30? Ask for me at the reception and I'll come down.

B: OK. That's fine.

A: OK. See you on Wednesday (9) at 11.30, then.

B: Look forward (10) to seeing you, then. Bye.

A: OK. Bye.

HOW TO CREATE YOUR BLOG THROUGH WORDPRESS.COM

Firstly, choose a name for your blog. It will define your blog, and can get picked up by

the search engines easily. After that, log onto WordPress.com, click on the "Sign Up" link at

the top-right corner, and choose your login name. This will be your username to set up your

account. You'll need to enter your email address, and review the terms and conditions before

proceeding. Click "Gimme a blog!" to accept. Then, enter the title for your blog and select the

primary language your blog will be written in. Decide if you want the blog to show up on

search engine listings and check the box accordingly. Click "Signup" when finished. Next,

check your email inbox for a confirmation. This will include an activation link that will authorize your account and make your blog active. You'll need to click on this link to confirm your account. Finally, update your profile. You can access this page after confirming your account through the email link. You can also change your password here if you need to. To write your

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first post, use the navigation bar at the top of the page to learn which areas of the blog you can work on and control. You can write your first post by clicking on the "Write" tab in top left of the screen.

Adapted from www.ehow.com.

Ilham : Hi, Dhimas.

Dhimas : Hi!

Ilham : You look in a hurry. Where are you going?

Dhimas : I'm going to *warnet*. I promised to Iqbal to meet him in the chatting room.

Ilham : Chatting? i never do that.

Dhimas : Really? Why don't you try it?

Ilham : I don't know how to do that... Is it easy?

Dhimas : Yup! So... just come with me now and i'll show you how to do it.

Ilham : OK.

(they arrive at *warnet* and share the computer)

Dhimas : Now, I'll show you how to have a chat in yahoo! messenger.

Do you have any account?

Ilham : No.

Dhimas : First of all, you have to come to yahoo! home page. Then, create an account

by clicking the 'sign up' link. Next, give the information needed by yahoo!

Good. now you have an account in yahoo! If one day you want to have a chat, just click the yahoo! messenger icon and enter your email address and

the password. Yahoo! will show those who are online. click anyone you want

to chat with.

Ilham : Sounds easy....

Dhimas : Yeah... hey! Iqbal is online. If you want to join us, you can use another computer.

Ilham : No, thanks. i think i have to go now. i have another activity.

Thanks for the

lesson today. bye...

Dhimas : Bye... See you.

Dialogue 1

Erik : Trisno, don't you think you should take a vacation? Even one or two days would be fine.

Trisno : No way. There's too much work.

Erik : But you look so exhausted. You need a break!

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□□□ *Elementary Level*

Trisno : I know. My chances would be better if they would hire more people.

Erik : They won't hire more people?

Trisno : No. They always want to keep the cost down. I am really overwhelmed with a heavy workload.

Erik : Maybe you should talk to the manager.

Trisno : Yes. I'm going to bring this up in tomorrow's meeting.

Dialogue 2

Rita doesn't like her roommate because she always makes loud noises.

Ratih : So, how is your new roommate?

Rita : She really turns me off.

Ratih : What happened?

Rita : She always makes loud noises at midnight and when I remind her, she always makes rude remarks.

Ratih : Why don't you have a heart to heart chat with her?

Rita : I tried, but it didn't work.

Ratih : But how many times did you try?

Rita : At least three times. I guess I'm going to complain to the manager. I hope she

can be evicted

Source: www.focusenglish.com

Dialogue 3

Nura : Look at all the waste paper in the waste bin next to the photocopier.

Esti : There is rather a lot but it's the same as all the other photocopiers.

Nura : What do they do with all that waste paper?

Esti : As far as I know they just throw it out as trash.

Nura : That's really wasteful. There's a better way of dealing with it than that.

Esti : Well we should try to recycle all our waste paper. That would save the

company a lot of money and help the environment.

Source: www.dailyenglish626.com

1. Woman: What do you do, Mr Fauzi?

Man : I'm the person in charge who keeps and examines business accounts.

2. Man : Could I speak to Mr Assegaf?

Woman: Just a moment, please. I'll check if he's free.

3. Man : What can I do for you, Ma'am?

Woman: I need a new LCD for my mobile phone.

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Effective Communication □□□

4. Woman: Are you ready to order, Sir?

Man : Yes. I'd like a plate of fried rice and a large omelette please.

5. Man : How's the room, Ma'am?

Woman: I'm pleased with the room. It's very comfortable.

6 – 8

Woman : Good morning. Nusa Indah Gallery.

Man : Good morning. I'd like to speak to Mr Pratama.

Woman : Who's speaking please?

Man : Nyoman Agung from Pustaka Denpasar.

Woman : Hold on, please. I'll put you through.

Man : Thank you.

Woman : I'm sorry, Sir. The line is busy.

Would you like to wait or call again later?

Man : I prefer to call again later. Thank you.

9 – 10

Woman: I'd like to book a room, please.

Man : Certainly, Sir. When would you like to stay?

Woman : On August 14, if it's possible.

Man : Would you like a single or double bed room?

Woman : A single is fine.

This dialogue is for number 1 – 5

Manager : Could you please up-date my agenda, Ms Retno?

Secretary : With pleasure, Sir.

Manager : I'd like to have a general check up on next Friday.

Secretary : What time, Sir?

Manager : It's about nine.

Secretary : What about your schedule on Monday, Sir?

Manager : Oh...yeah. I'm going to have meetings with Jayagiri's Board on

Monday and Tuesday at 9 sharp.

Secretary : Where is it going, Sir?

Manager : At Antasari Hotel.

Secretary : Anything else, Sir?

Manager : I'll play golf with Mr Harahap and Mr Sanusi on Saturday morning.

Then, for Saturday night, please book me a table for dinner in Kapuas Resto at 7.

Secretary : Yes, Sir. You don't have any actual agenda on Wednesday and

Thursday, do you?

Manager : Hmm...actually, I plan to supervise our branch offices in Balikpapan.

Secretary : Do you want me to make a flight reservation, Sir?

Manager : Yes, please. That's very kind of you.

Secretary : My pleasure, Sir.

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□□□ *Elementary Level*

This text is for number 6 – 10

ALBERT EINSTEIN

Albert Einstein was born in Ulm, Germany, on March 14th, 1879. He grew up in Germany,

Italy, and Switzerland. Einstein taught himself geometry when he was 12 years old. School made

him bored because it required endless memorizing and reciting. He often skipped classes to study

on his own or to play his violin.

Einstein made many theories on Physics, but the most famous theory is about atomic

energy. Einstein said that matter and energy is the same thing. He expressed this relation in a

famous equation: $E=mc^2$. This equation says that energy (E) equals mass (m) times the speed of light squared (c^2). Energy can therefore be changed into matter, and matter into energy. The ability to turn matter into energy led to the development of the atomic bomb and nuclear power. Einstein's theories made him famous, even though few people understood them. He became a university professor and director of a physics institute in Berlin, Germany. After the Nazis rose to power in Germany, Einstein left. In 1933, he came to the United States, where he lived the rest of his life. Einstein died in Princeton, New Jersey, on April 18, 1955.

Source: Microsoft® Encarta® 2006. © 1993-2005 Microsoft Corporation.

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1. B 11. B

2. C 12. D

3. A 13. C

4. C 14. C

5. B 15. A

6. C 16. A

7. C

8. B

9. B

10. A

1. B 11. B

2. D 12. B

3. B 13. A

4. C 14. B

5. A 15. B

6. A

7. B

8. C

9. A

10. C

Appendix 2: Answer Key

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□□□ *Elementary Level*

adjective clauses : clause which describe adjective and noun

advisability : saying what should be done
agreement : the state of having come to the same opinion or having made the same decision as somebody else
direct interaction : personal communication between two or more people directly (*face - to - face*)
disagreement : the fact of having or expressing a different opinion and failing to agree about something
educational background : the educational circumstances and experiences that shape somebody's life
email : a system that allows text-based messages to be exchanged electronically.
expressing necessity : expressing the condition of being needed or required
giving advice : giving opinion about what another person should do
giving opinion : giving personal view
giving suggestion : giving idea or proposal
handling guests : dealing with customer services
job description : official list of employee's responsibilities
making a call : making a telephone conversation
making appointment : making arrangements to meet somebody
memorandum : a written communication similar to a letter but without the formal address blocks at the beginning, especially one that is circulated to people within an office or organization
modal auxiliary : a verb used with other verbs to express such ideas as permission, possibility, and necessity such as *can, could, may, might*.
past continuous tense : a verb tense expressing something that happened or was done in progress in the past.
present continuous tense : the tense of a verb that suggests actions or the situation which are still in progress at the time of speaking or writing
present perfect tense : the form of a verb that suggests that an action has been completed, formed in english by preceding the verb with "have" or "has" and usually ending the verb with "-ed," e.g. "have departed"
receiving a call : receiving a telephone call
responding to suggestions : to answer or to react to an idea or a proposal.

simple past tense : a verb tense expressing something that happened or was done in the past.

stating preference : expressing someone's favorites

GLOSSARY

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EFFECTIVE COMMUNICATION

Agus Widyantoro, M.Pd., memperoleh gelar Magister Pendidikan dari IKIP Jakarta. Sejak tahun

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Inggris di Universitas Negeri Yogyakarta.

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dikembangkan dengan prinsip-prinsip Pendekatan Komunikatif untuk mengembangkan kompetensi siswa dalam

keempat keterampilan berbahasa, yaitu menyimak, berbicara, membaca dan menulis; yang

diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Pada siklus lisan,

keterampilan berbahasa lisan (menyimak dan berbicara) lebih ditekankan, sementara siklus tulis

lebih menekankan keterampilan berbahasa tulis (membaca dan menulis). Sesuai dengan prinsip

keterpaduan dalam pembelajaran bahasa, kedua siklus tersebut mengembangkan keempat

keterampilan berbahasa secara terintegrasi. Baik siklus lisan maupun siklus tulis tersusun atas

pembuka, pajakan terhadap bahasa Inggris, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa Inggris secara terbimbing maupun bebas. Untuk pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur. Buku ini telah dinilai oleh Badan Standar Nasional Pendidikan (BSNP) dan telah dinyatakan layak sebagai buku teks pelajaran berdasarkan Peraturan Menteri Pendidikan Nasional Nomor 34 Tahun 2008 Tanggal 10 Juli 2008 tentang Penetapan Buku Teks Pelajaran yang Memenuhi Syarat Kelayakan untuk digunakan dalam Proses Pembelajaran.
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